

Title 2020 Middle Syndicate Newsletter Term 1

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Wednesday, 5 February 2020

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### **Middle Syndicate Newsletter**

***Our Vision: We are a community who learn and grow together.***

***Our Values: Be Responsible, Show Respect, Have Resilience.***

Welcome to our first newsletter of 2020. We hope you all have had a great holiday and that your child is settling back into school routines. We welcome new families/whanau and their child into our syndicate.

#### **Years 3 and 4 Classes**

- Room 8 Dave McNabb
- Room 9 Jessie Austin
- Room 10 Sam McGavin (Team Leader)
- Room 11 Paul Wehipeihana (Team Leader)
- Room 12 Calvina Deng
- Room 13 Dave Haste
- Room 14 Helen Winchcombe

Classroom Release Teacher for all classes - Michelle McKee.

Within the Middle Syndicate, we cater for the individual learning needs of each child within the classroom. We still, however, work as a whole syndicate fostering unity. This is by working cooperatively on many learning activities together. Please come and talk to your classroom teacher if you have any concerns.

For all our students there are new routines and expectations to learn which will help to support them with their learning. Here is a brief outline of this term so that you can continue to help and support your child at home.

#### **School Values:**

##### ***Be Responsible/Kia Takohanga:***

- *Engaged - Right thing, Right time, Right place.*
- *Independent - on my own.*
- *Considerate - your actions affect others.*
- *Think about others.*

##### ***Show Respect/Kia Manawaroa:***

- *Respect yourself.*
- *Respect others.*
- *Respect the environment.*

##### ***Have Resilience/Kia Ngana:***

- *Courage - be brave.*
- *Perseverance - keep going.*
- *Self belief - I can do it.*
- *Taking risks - being prepared to learn and give new things ago.*

#### **School Key Competencies:**

##### ***Managing Self:***

Encouraging students to develop a greater degree of independence. This involves them taking greater responsibility for their routines, behaviour, belongings, and ultimately their learning.

##### ***Participation and Contributing:***

Encouraging students to participate in some of the many extra activities offered at school.

##### ***Relating to Others:***

Encouraging students to be caring and relate well to others. This involves them being considerate and cooperative with one another.

**Thinking:**

Encouraging students to develop the ability to think in new ways to expand their thinking. This includes getting them to be creative thinkers, critical thinkers and be able to know how and when to use thinking tools.

**Using Language, symbols and text:**

Encouraging students to be able to use a range of tools to assist them with their learning. This includes being able to talk and listen to others, make meaning from different texts and use technology effectively.

**Classroom Programmes**

**Inquiry**

This term our focus is '**The Past: History of our Local Community**'. The students will explore and develop their understanding of our local community in a range of different contexts.

Inquiry Skill Focus: Questioning, finding and sorting information

Thinking Skill Focus: Critical (Explaining, justifying, describing etc)

Inquiry-based learning is an approach in which students have ownership of their learning. It follows the JOURNEY process which is listed below.

**Jumping in:** finding out what the child already knows, thinks and feels about the topic.

**On our way:** finding out/sorting information - developing the child's curiosity and further questioning.

**Understanding:** sorting out/examining and combining information.

**Reflecting:** making inferences, creating new ideas, extending and challenging the child's thinking/

**Now what:** How can the child use the information they have found out.

**Evaluate:** help the child to make links with their learning and the world around them.

**Yahoo:** celebrating success, being proud of what I have achieved with my thinking and learning.

**Literacy**

We believe that children learn to read and write by Reading and Writing. They also need to see the purpose of why they are reading, and who and what they are writing for. In reading, the students will be moving from 'learning to read' to 'reading to learn'. This includes comprehension strategies such as inferring, summarising, and evaluating.

**Library Times**

**Days and Times the Middle Syndicate classes go to the Library**

- Room 8: Thursday 9:30-10:00 am
- Room 9: Tuesday 12:00-12:30 pm
- Room 10: Thursday 12:00-12:30 pm
- Room 11: Wednesday 10:00-10:30 am
- Room 12: Tuesday 11:00-11:30 am
- Room 13: Monday 9:00-9:30 am
- Room 14: Thursday 10:00-10:30 am

In writing, the students will be exploring deeper features such as adding detail, choosing precise words, planning and organising their ideas, and revising and editing. Part of their writing programme will include spelling, punctuation, and grammar.

With our continued focus being personalised learning, the students will be exploring a range of ideas related to the following:

What is the main purpose of our writing? Why do we write? What are we trying to achieve when we write? Who are we writing for? What does this mean for our writing?

- Goal setting, giving the students choice and voice, identifying the skills of writing they want to improve on and the types of writing they can do to help them achieve these goals.
- Identifying strengths and weaknesses as writers, reflecting on what we can do to improve ourselves as writers.
- Looking at what our next steps in writing are.

Some of the specific skills that will be taught are:

- Planning and organising their ideas before they start writing.
- Structuring their writing appropriately, knowing what the purpose for writing is.
- Developing and elaborating on their ideas.
- Continuing to develop sentence structure, such as writing short and long sentences as well as using a variety of sentence openers.
- Developing and using paragraphs to group their ideas.
- Editing and revising their writing to ensure it is accurate.

- Adding descriptive detail to enhance their ideas
- Read and use words from the Essential spelling lists 1-8.

### **Mathematics**

In mathematics, we try to teach strategies through real-world problems. This term, we will be focusing on addition and subtraction strategies and knowledge.

As the students look at problems we reinforce and develop their understanding of number sense (place value, basic facts and grouping).

We will use the areas of Geometry, Statistics, Algebra and Measurement to explore how numbers work.

### **Home Learning**

We appreciate that home learning is personal for each child and the needs of their family.

Our main priority of our school is to encourage the **life-long love of reading**. We encourage you to discuss with your child the book they are reading.

For students who wish to inquire in other areas of their learning – there is an on-going PRIDE challenge for them to think about.

The PRIDE Challenge promotes the idea that learning is not an individual task, but involves doing things with others, including with the learner's family. It allows the child and their family to "think smarter" about their home learning and involves the child in tasks both at school and in the wider community. This reflects the idea of key competencies involving learning anytime, anywhere, with anyone.

For more ideas/information – please see your child's classroom teacher.

### **Health and Physical Education**

This focus for this term is small ball skills – throwing, catching and striking. As part of the regular classroom programme the **students need to wear appropriate clothing and footwear** so that they can participate fully. If your child is unable to participate, a note from home is required.

### **Syndicate Assembly**

Syndicate Assemblies are held 11.45am fortnightly. The following are the dates for the term:

- Monday 17 February
- Monday 2 March
- Monday 16 March
- Monday 30 March

### **Classrooms**

In the Middle Syndicate the students are allowed to **enter the classrooms at 8.30am**.

### **Correspondence**

In the Middle Syndicate, the students are encouraged to manage themselves and their learning. All of our newsletters, notices and general communication are distributed directly to you through **Signmee**. If you are not receiving school notices please ensure the office has your up to date email address.

To inform our parents of their child's learning across the curriculum, we use the student journal tool Seesaw. Your child throughout the year will upload different pieces of their learning for you to view and comment on.

### **Clothing**

**Please ensure that all clothing, including sun hats, is clearly named** as often there is a large amount of unclaimed items in cloak rooms and lost property. **Brimmed sun hats are compulsory in Terms 1 and 4**. If your child does not have their hat at school during these terms, when they participate in outdoor activities they will be required to stay in the shaded areas of the school. When outside students are required to have shoes on at all times.

### **Participating and Contributing – COMMITMENT**

If your child chooses an activity to participate in, then we expect a **commitment** from them for the rest of that term.

### **Digital Devices**

Thank you for all your support as we get in the digital citizenship agreements and get chromebooks up and running in the classrooms. We recognise that a lot of you have bought your child a chromebook and we will integrate them into the class programme over the term.

If you have any questions, please do not hesitate to ask your child's classroom teacher.

Regards

**Paul Wehipeihana, Sam McGavin, Helen Winchcombe, Calvina Deng, Dave McNabb, Jessie Austin and Dave Haste.**