

Monday 21 July 2025

Dear Parents/Caregivers and Whānau

Years 1-3 Hub Newsletter

Term 3 2025

Welcome to our Term 3 newsletter of 2025. We hope you have all had an excellent holiday and are refreshed for the new term. We are excited to be working as a Year 1-3 hub and look forward to seeing you all again. We would like to take this opportunity to welcome our new staff/kaiako Whaea Julie, Whaea Deb, Aimee Cunningham and Carolina Silva. We also welcome new families/whānau and their child/ren to the Junior Hub.

Year 1 Classes

Room 20 Nina Koch
Room 21 Carolyn Robb (Team Leader)
Room 22 Courteney Johnston
Room 23 Stacey May
Room 24 Julie Hanify

Year 2&3 Classes

Room 11 Paul Wehipeihana - Thursday - Friday
(Team Leader and Acting Deputy Principal)
Room 11 Deb Wilson - Monday - Wednesday
Room 12 Molly Schuler
Room 13 Sarah O'Dowda-Vriens
Room 14 Julie-Ann Kamal
Room 15 Toni Meadows
Room 17 Rebecca Jackson (Team Leader)
Room 17 Aimee Cunningham / Carolina Silva
Room 18 Georgia Chapple
Room 18 Billie Angus (Student Teacher)
Room 19 Anna Brownlie / Emma Ryder

Classroom Release Teachers: Louise Macleod, Anna Thompson, Chris Cowman,

Year 1-3 Hub SENCO (Special Educational Needs Co-ordinator): Emma Ryder

We have a number of Teaching Assistants working with some of our students to support them with their learning.

School Timings

Monday - Thursday		Friday
8.55am - 10.00am	First Morning session	8.55am - 10.00am First Morning session
10.00am - 10.10am	Fruit break	10.00am - 10.10am Fruit break
10.10am - 11.00am	Second Morning session	10.10am - 11.00am Second Morning session
11.00am - 11.30am	Morning Tea	11.00am - 11.30am Morning Tea
11.30am - 1.00pm	Middle session	11.30am - 12.30pm Middle session
1:00pm - 2:00pm	Lunch break	12:30pm - 1:30pm Lunch break
2:00pm - 3:00pm	Afternoon session	1:30pm - 3:00pm Afternoon session

All classrooms open at 8.30am. Please arrive between 8.30am and 8.50am to allow enough time for your child to settle and be ready for their day. If your child arrives after the bell, please send them to sign in at the office and collect a late card before going to their classroom. Classrooms do not open until 8:30am as teachers are preparing for the day. Fun Club is an option for before and after school care. <https://www.waterloo.school.nz/before-after-school-care>.

If your child is unwell, please keep them home and phone/email the **office** or use the eTAP app (absence) to inform the office of the reason for the absence.

Fruit break

Please send a piece of **fruit or vegetable** cut up for our fruit break at 10am. Please make sure it is in a container that your child can open and close. This way we can ensure our students can manage what they eat for fruit break, morning tea and lunch.

Clothing

Please make sure all clothing and other personal property such as lunchboxes and drink bottles are **clearly named**. Please bring spare clothing in a named bag so students can manage themselves and change when necessary. Encourage your child to wear sensible footwear to enable them to participate fully in our fitness and PE programmes. Please ensure your child is dressed appropriately to be prepared for the weather conditions as we are heading into the winter months. Coats, warm jackets, beanies, scarves for playtimes outside and before/ after school.

Any unclaimed lost property will be donated to a charity. **This will be mid-term (end of week 5) and at the end of the term (week 10).** This is to make it more manageable for us as a school. Any lost property that is clearly named, will still be returned to the students. If your child loses an item of clothing, please come to the office and look through the baskets.

Whānau Communication

eTAP parent app

Waterloo School's main form of communication is through the **@school eTAP App**. It gives you the ability to submit an absence, receive notices and newsletters, complete permission forms, book parent interviews and more. **Please make sure your notifications are turned on to receive all communication from the school.** Please speak to someone in the office if you are unsure about how to set this up.



Seesaw

Seesaw family is a fantastic way for your child and teachers to share your child's learning at school. If you are not yet signed up, your child's classroom teacher will be able to provide you with the login details. Each Seesaw family account can have up to 10 users, so feel free to share with your wider whānau.

Term 3 at a Glance

Maths ~ Strategy & Strand

Year 0 - making maths fun: puzzles, patterns, memory games, counting collections and sorting. **Number structure:** subitise (recognise without counting) collections and dot patterns up to 5. Count forwards and back, identify, read, and write whole numbers up to at least 10.

Year 1

Number: **Number Structure:** subitise (recognise without counting) collections and dot patterns up to 10. Counting forwards, backwards in 1s, 2s, 10s, identify & correctly form numerals 1-20. **Operations:** join and separate groups, explore basic facts to 10 (addition and subtraction), estimate amounts.

Algebra: copy, continue, create, and describe a repeating pattern with two or three elements, and identify missing elements in a pattern. Follow step by step instructions to complete a task.

Statistics: pose an investigation question, make a plan, collect data, make statements about data visualisations (pictures, graphs), agree/disagree with statements.

Years 2&3

Number Structure: counting forwards and backwards, place value along with reading and writing numbers

Number Operations: basic facts, add and subtract numbers, multiply and divide by grouping and skip counting

Rational Numbers: identify, read and write fractions using symbols, words, sets, and regions, along with using equal parts of the whole

Geometry and Measurement: Exploring nets and coordinates

Statistics: Gathering data

Inquiry

'Te Ao': Our World

Years 2&3

The students will be inquiring into 'How does a habitat ensure an animal survives and thrives'. They will involve recognising the following skills:

- That all living things have certain requirements so they can stay alive.
- That living things are suited to their particular habitat.

Year 1 Learning through Play

Our inquiry and art is integrated throughout our programme. We provide opportunities for students to investigate and explore the world around us (Te Ao) through provocations and loose parts. Oral language is nurtured through role play and imaginative play.

PE

Year 1

Weekly: Wednesday - folk dancing, Friday - Jump Jam

Weeks 1-7: Basic throwing and catching skills

Weeks 8-10: Skipping skills

Years 2&3

Weekly: Fitness

Week 3: Swimming: Rooms 11,12,13,14 Mon-Thurs

Week 4: Swimming Rooms 15,17,18,19 Mon-Thurs

Weeks 5-10: Movewell - Large Ball skills, Cooperative games

Health

Y0/1: Kia Kaha: enables students to develop strategies for respectful relationships. Topics include: a happy safe classroom, let's all be friends, I have choices, helping hands. Topics covered depending on individual classes.

Years 2&3: Focusing on the following:

Navigating the Journey: Theme 3: Relationships - friendships, expressing feelings, positive play, inclusivity, personal boundaries.

Y1-3 Communicating Me: Speaking or Signing

Waterloo students communicate their thoughts and feelings respectfully.

- Remember what I want to say when it's my turn
- Look at the person I am talking to
- Speak clearly and loud enough to be heard
- Keep to the topic
- Use NZ Sign Language to sign a few words or a sentence
- Speak to a small group or the whole class
- Add interesting details when I talk about my experiences
- Change the volume of my voice for different audiences

Y2-3 Communicating Me: Digital Communication

Waterloo students communicate with each other online.

We encourage our students to:

- Take a photo of my learning and upload it to Seesaw
- Complete an activity on Seesaw either by myself or with the help of somebody else
- Use the drawing tools like pencil, text box, shapes to record my ideas
- Use the microphone tool to record my ideas with the help of a teacher or friend.

Y1: Thinking Me: Reflective

Waterloo students are curious and take charge of their learning.

- Use a prompt to talk about my learning (book, visual, goal sheet)
- Answer questions about my learning
- Say what I like learning.
- Say what I find easy.
- Say what I find hard.

Active Learner Traits Key Competencies



School Values and PB4L

Show Respect to all people always. Kia Manawaroa.
Take Responsibility for our actions. Kia Takohanga.

Have Resilience in everything we do. Kia Ngana:

- Always try my best
- Believe that I can do it
- Be brave by taking risks with my learning
- Learn from my mistakes
- Challenge myself to learn new things
- Show confidence when sharing ideas with others

Te Ao Māori

- Karakia - to start and end the day.
- Kapa Haka - Y1 Fridays
- Tikanga - understanding and knowing the way we work together
- Tuakana Toa - Friday - Years 5&6 students teaching our younger students with the support of the classroom teacher
- Kura Ahurea Purakau (stories):
 - Year 1: Rangi and Papa, Stories of Tāne
 - Years 2&3: Mouri Tau (based on Rangi and Papa)

Literacy

Phonological Awareness:

Syllable blending - e.g. mi/lo = milo, chim/pan/zee = chimpanzee

Syllable segmenting - e.g. robot = ro/bot, bumblebee = bum/ble/bee

Identifying rhyme - which two of these rhymes? hat, mat, sat; night, light, mouse.

Rhyme generation - what rhymes with men? ten; hand? land.

Initial sounds - retrieval of words that begin with the same sound: see, sand, sink; shrimp, shop, shred.

Blending sounds - c-a-t is cat.

Isolating sounds - b-u-n is bun, sh-o-p is shop

Nursery rhymes - having fun with rhyming words, improving memory through reciting rhymes.

Oral language: story telling, listening to stories, learning new vocabulary, sharing our own experiences.

Poetry: exploring rhyme, poetic language, learning vocabulary through reciting poems.

Reading: (instructional reading lessons in groups) and **Spelling:** (whole class spelling lessons) using a Structured Literacy approach to develop fluent readers.

Accuracy + rate + expression = fluency

This includes many of the following:

- Learning letter names and sounds, digraphs, syllable types, blends, etc.
- Blending sounds to read words, phrases, sentences, and/or paragraphs using decodable texts/passages and authentic texts
- Learning new vocabulary words and their meanings and origins
- Writing a dictated sentence from a text
- Answering questions about texts to demonstrate comprehension

Perfected practice over time makes perfect and permanent.

Handwriting: We are using the **Casey Caterpillar** handwriting programme to help with letter formation, e.g. c is an 'open mouth'; h is a 'tall stick, tunnel'. It is vital that every child's letter formation and pencil grip is corrected. We often refer to the letter position on a page as 'sky, grass, dirt'. This helps students to remember placement, e.g. c is placed in the grass; h starts in the sky and finishes in the grass.

Writing: Writing in classrooms may include the following:

- Learning what a sentence is; A sentence is a group of words that contains a complete thought. It has a subject and a verb, e.g. The girl was singing.
- Identifying the 'who', 'doing what' and 'where' in a sentence, e.g. The dog lay down inside.
- Learning about different sentence types (a question, a statement, an exclamation, a command).
- Frequent opportunities to practise new writing skills, including 'quick writes' like a list, a brief description, or writing the main idea in one sentence.

Home Learning: [Parent Portal Curriculum Guide](#) (NZ Curriculum resource)

The Parent Portal is a collection of guidance and resources for parents and families.

The guide is structured by year level. Choose your child's level and find out ways to understand what they do at school, and how you can support them to achieve this year.

Please note that at Waterloo School, our Structured Literacy programme is based on the iDeaL scope and sequence which starts with Phonological Awareness (rhyming, syllables, etc.) and reading and spelling 2 letter words. Reading materials that come home are designed to support what is taught in class and will include decodable texts/passages from iDeaL and other publications, moving to authentic texts which will include Junior Journals amongst other books.

Look for these icons:



Upcoming Events

Week 2: Mathathon testing

Week 3: Swimming Rooms 11,12,13,14

Week 4: Swimming Rooms 15,17,18,19 and Cook Island Language Week

Week 5: Learning Conversations - Weds/Thurs

Week 5: Football tournament for Years 1&2: Thursday 9.30-1pm

Week 6: Tongan Language Week

Week 8: Chinese Language Week

Week 10: Māori Language Week

Please check the Waterloo School Facebook page regularly for any added up and coming events.

Ngā mihi

Carolyn Robb, Courteney Johnston, Stacey May, Toni Meadows, Rebecca Jackson, Paul Wehipeihana, Molly Schuler, Sarah O'Dowda-Vriens, Julie-Ann Kamal, Georgia Chapple, Anna Brownlie, Emma Ryder, Nina Koch, Julie Hanify, Deb Wilson, Aimee Cunningham, Billie Angus, and Carolina Silva

