

Title 2023 Middle Syndicate Newsletter - Term 1

Wednesday, 8 February 2023

## **Middles Syndicate Newsletter Term 1, 2023**

***Our Vision: Empowering Active Learners***

***Our Values: Show Respect ( Kia Manawaroa)***

***Be Responsible ( Kia Ngana)***

***Have Resilience ( Kia Takohanga)***

Dear Parents/Caregivers and Whānau

Welcome to our first newsletter of 2023. We hope you all have had an excellent holiday and that your child is settling back into school routines. We would like to take this opportunity to welcome our new staff, families/whānau and their child/ren into our syndicate.

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

**Room 8** Dave Haste

**Room 9** Renee Littlejohn

**Room 10** Sam McGavin (Team Leader)

**Room 11** Paul Wehipeihana (Team Leader)

**Room 12** Molly Schuler

**Room 13** Georgia Chapple

**Room 14** Julie-Ann Kamal

Classroom Release Teacher for all classes - Paula Martin

Within the Middle Syndicate, we cater for the individual learning needs of each child within the classroom. We work as a whole syndicate fostering unity. This is by working cooperatively on many learning activities together.

We emphasize the importance of using manners and being kind. We aim to develop good people who are caring and contribute positively all the time. Please reinforce these behaviours at home as we really value these. Creating this partnership between home and school will help embed our school values and expected behaviours. Please come and talk to your classroom teacher if you have any questions.

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

### **Active Learner Traits**

Our Active Learner Traits include:

- ***Connecting me - open-minded, caring, inclusive***
- ***Thinking me - reflecting, inquiring, risk taking***
- ***Managing me - self motivated, making choices, resilient***
- ***Collaborating me - teamwork, building relationships, self belief***
- ***Communicating me - creative, digital communication, listening and sharing***

As a school, we will be focusing this year on:

- ***Managing me - self motivated, making choices, resilient***
- ***Collaborating me - teamwork, building relationships, self belief***

The purpose is to integrate them into our teaching and learning programmes and to ensure students can self-reflect on them regularly. They also link well to our school values.

### **Classroom Programmes**

#### **Inquiry**

Inquiry-based learning is an approach in which students have ownership of their learning. Through the inquiry process we will be encouraging the students to:

- **Make a Start:** explore, wonder, immerse in their learning
- **Make Discoveries:** investigate, research, gather and sort information
- **Make Meaning:** clarify, make connections, elaborate
- **Make a Difference:** create, share, communicate, present, change

This term, our inquiry is focused around exploring the students' understanding of **Belonging**. This involves the students:

- *Feeling that they have a place to belong to*
- *Knowing that members of their family and community are positively acknowledged and welcomed*
- *Being able to share personal experiences about their own families*
- *Understanding and taking part in customs, festivals, and celebrations specific to their culture (belonging to, having a sense of pride) (identity - knowing who they are)*
- *Understanding the different roles of people in the community (belonging to so they feel safe and take action etc.)*

As part of our inquiry, '**Belonging**' we are encouraging the students to take part in different cooperative activities (working as a team) to be held at school on Wednesday 8 February. The purpose of this is for the students to be able to:

- Share ideas, listen to each other
- Develop collaboration to solve different ideas and activities
- Build connections, self confidence and self esteem
- Develop creative thinking amongst the team members

We continue to encourage the students to think, ask questions, make connections and draw conclusions around their learning and understanding.

### Literacy

**In Phonological Awareness**, the students will continue learning the skills of hearing and manipulating sounds, e.g. Identifying rhyming words, identifying sounds they hear in a word, and isolating sounds.

**In reading**, as a school, our focus is developing our understanding of how best to use decodable texts to support the students' knowledge and skills in reading. The students need to see the purpose of why they are reading.

While the main focus for reading this term will be **phonological awareness**, the students' will still be continuing to focus on developing their understanding of texts (fiction and nonfiction). This is done through a range of approaches including:

- *Questioning - building comprehension skills and understanding as they read.*
- *Predicting*
- *Finding and summarising information*
- *Inferring*
- *Making connections*
- *Identifying main ideas in the text*
- *Evaluating.*

**In writing**, the students will explore 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 types of sentences and what a sentence must include (e.g. punctuation, subject, verbs, use of conjunctions)
- Handwriting - focusing on the correct formation of letters, shape and size.

Some of the specific skills that will be taught are:

- Planning and organising their ideas before they start writing.
- Structuring their writing appropriately.
- 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

### Mathematics

In mathematics, we try to teach strategies through real-world problems. This term, we will be focusing on the following areas:

- *Addition/Subtraction - weeks 1-10 - Throughout the term*
- *Statistical Investigations - weeks 3-6*

- *Geometry - positional language - weeks 7-10*

As students look at problems we aim to:

- *Reinforce and develop their understanding of number sense (place value, basic facts and groups)*
- *Look for opportunities to link the strands to number and algebra.*

### **School Values**

This term we will continue to reflect and focus on the values of:

- **Show Respect ( Kia Manawaroa)**
- **Be Responsible ( Kia Ngana)**
- **Have Resilience ( Kia Takohanga)**

We will continue to explicitly teach skills relating to these values throughout the term and we will be aiming to explicitly teach and link these to our Active Learner Traits. We are a PB4L (Positive Behaviour for Learning) school. We support students to develop the skills and strategies they need to encourage positive behaviour and take ownership of their actions.

### **Health and Physical Education**

#### **Physical Education**

This term's focus is on developing the students skills in a range of areas. This includes:

*Athletics* - Later this term, we will start some athletic rotations in preparation for our Middles Athletics day which will be held early in Term 2 - more information to follow at a later date. These sessions are designed to give all students the opportunity to experience and practice the different events that will be run during our athletics day. This includes the following; team work, running, jumping and throwing.

We will focus on different ball skills related to summer games where the focus will be on striking, catching, running and throwing. These skills will be taught and practiced through the use of games to reinforce them. These games will also allow students to build their understanding of team work and resilience.

To get the most out of these activities, it is really important that the students:

- Come prepared with appropriate clothes/footwear
- Give the different learning activities a go
- Show resilience throughout the sessions

#### **Clothing**

As we are a "**Sunsmart**" school, students must have and wear their hats this term. **Please ensure that all hats and other clothing are clearly named.** Reminder, that you are welcome to purchase a brim hat \$15 if you wish through our school website (information - school clothing).

If parents wish to purchase school clothing (optional), then you are welcome to visit our school website for more information.

### **Classrooms**

In the Middle Syndicate the students are allowed to **enter the classrooms at 8.30am**. If you need to drop your child earlier please remember there is Fun Club (before and after school care) that you can enrol them in. In the Middle Syndicate we encourage all our students to be independent (practising the Active Learner Trait of Managing Me) E.g. being responsible for their belongings and putting them in the right place.

### **Syndicate Assemblies**

Syndicate Assemblies are an opportunity for all the Middle Syndicate classes to come together to celebrate the different learning opportunities that are happening across the syndicate.

We are having two syndicate assemblies this term. The dates for these assemblies are:

**Monday 20 February - 12.15 - 1.00 pm**

**Monday 20 March - 12.15 - 1.00 pm**

### **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. It is fantastic to see so many students participating in the following school activities: ukulele, drums, mini ball, guitar, touch rugby, netball etc.

### **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**. Students are expected to read at home everyday and are encouraged to choose books that will challenge them. At times they may bring a book home from school that they have read in the class, or from the library. As parents, you can help your child by;

- *Listening to your child read to check they are stopping at full stops*
- *Ask questions to engage your child to think, use 'how' and 'why' to start your questions.*

- *Make predictions about what you think might happen in the text.*
- *Summarise the key ideas with your child (ask what "happened in the story" in the order that they happened).*
- *Encourage your child to talk about what they have been reading and some of the things they have learnt.*

### **Correspondence**

**School Newsletters:** 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.

**Seesaw:** 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. If you need to contact us, your child's classroom teacher will endeavour to reply in a timely manner.

### **Kapa Haka**

The Middle Syndicate students will be participating in Kapa Haka every Friday afternoon. Here the students learn and practice haka, songs (waiata), the meanings of the songs and the actions. This is a part of our school-wide tikanga.

Nga mihi

***Sam McGavin, Paul Wehipeihana, Dave Haste, Julie-Ann Kamal, Renee Littlejohn, Georgia Chapple and Molly Schuler.***

Signature: **[Optional]**