



Friday 10 October 2025

Dear Parents/Caregivers and Whānau

Years 1-3 Hub Newsletter

Term 4 2025

Welcome to our Term 4 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 Years 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 Emma. We also welcome new families/whānau and their child/ren to the Junior Hub.

Years 0&1 Classes	Years 2&3 Classes
Room 16 Emma Ryder	Room 11 Paul Wehipeihana (Team Leader)
Room 20 Nina Koch	Room 12 Molly Schuler
Room 21 Carolyn Robb (Team Leader)	Room 13 Sarah O'Dowda-Vriens
Room 22 Courteney Johnston	Room 14 Julie-Ann Kamal
Room 23 Stacey May	Room 14 Jahdina Matagi (Student Teacher)
Room 24 Julie Hanify	Room 15 Toni MeadowsRoom 17 Rebecca Jackson (Team Leader)
	Room 18 Georgia Chapple
	Room 18 Billie Angus (Student Teacher)
	Room 19 Anna Brownlie

Classroom Release Teachers: Louise Macleod, Anna Thompson, Aimee Cunningham, Karen McMillan
We have a number of **Teaching Assistants** working with some of our students to support them with their learning.

Link to all Waterloo Staff contact details <https://www.waterloo.school.nz/our-team-1>

School Timings

Monday - Thursday	Friday
8.55am - 10.00am First Morning session	8.55am - 10.00am First Morning session
<i>10.00am - 10.10am Fruit break</i>	<i>10.00am - 10.10am Fruit break</i>
10.10am - 11.00am Second Morning session	10.10am - 11.00am Second Morning session
<i>11.00am - 11.30am Morning Tea</i>	<i>11.00am - 11.30am Morning Tea</i>
11.30am - 1.00pm Middle session	11.30am - 12.30pm Middle session
<i>1.00pm - 2.00pm Lunch break</i>	<i>12.30pm - 1.30pm Lunch break</i>
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.



Sunsmart

As it is Term 4, all students **must have a named** bucket hat or legionnaire style hat to wear when they are outside. Please no caps as they do not protect the back of the neck. Waterloo School hats can be ordered here <https://www.waterloo.school.nz/school-clothing>.

If your child brings their own sunscreen to school, please ensure they are able to manage and apply it themselves. We recommend roll on sunscreen as this is easiest for the students to apply. This is not to be shared with other students due to allergies.

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 summer months.

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 4 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. Algebra: copy, continue, create, and describe a repeating pattern with two elements. Year 1 Number: Number Structure: subitise (recognise without counting) collections and dot patterns up to 20. Counting forwards, backwards in 1s, 2s, 5s, 10s, identify & correctly form numerals beyond 20. Operations: explore addition facts up to 10 and subtraction facts, including doubles and halves. Multiply and divide using equal grouping or counting Geometry: Shape: identify, describe, and sort familiar 2D and 3D shapes. Flip, slide, and turn 2D shapes to make a pattern. Pathways: follow and give instructions to move to a familiar location or locate an object Measurement: compare the length, mass (weight), volume, or capacity of objects directly or indirectly. Order the days of the week, and sequence events in a day using everyday language of time. Tell the time to the hour using the language of 'o'clock'. 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 capacity Statistics: Probability (chance)
Inquiry	Years 2&3 The students will be inquiring into 'How do pūrākau connect us to the past and help us understand the ocean? They will involve recognising the following skills: • Connect to the ocean through Māori legends • Use pūrākau to help understand the past perspectives
Year 1 Learning through Play	Outdoor learning through play ignites children's natural curiosity to foster development across all curriculum areas. By utilizing loose parts, like stones, sticks, fabric, and recycled materials, students engage in open-ended exploration, sparking creativity, problem-solving skills, and collaborative play. As our outdoor area is under development, we are involving our students in the process of planning and creating areas we can use for outdoor play. If you have any donations of loose parts or contacts, please let your child's teacher know. We are also looking for donations of gumboots for our mud pit digging area.
PE	Year 1 Weekly: Wednesday - folk dancing, Friday - Jump Jam Weeks 1-6 Football skills Weeks 3-4 Rooms 21,22,23 Swimming Weeks 7-9 Large ball skills - rolling, retrieving, throwing, catching Week 10 - Junior Tabloid sports Years 2&3 Weekly: Fitness Weeks 1-3 - Striking and fielding games Weeks 4-6 - Invasion games Weeks 7-9 - Target games Week 10 - Junior Tabloid sports
Health	Y0/1: Navigating the Journey Theme 3: Relationships: respect for others, being a good friend, expressing my feelings. Theme 4: Growing and Changing. How my body moves, body parts. Y2/3: Focusing on the following: Navigating the Journey: Theme - Staying Safe - learning about knowing about being in charge of their own bodies, able to recognise and challenge bullying

behaviour, being able to speak up for themselves and others, identify who can help with concerns and personal wellbeing.

Y0/1: Managing Me: Self Motivated

I show interest in my learning, try my best and finish what I start.

- Positive attitude, keen to learn new things
- Show increasing focus on what I am learning, stay on task
- Try my best to make sure my work is neat and tidy
- Follow class routines without prompting

Y1: Communicating Me: Digital Communication

I can share my learning in Seesaw.

- Turn iPad on and off, log onto Seesaw using class QR code
- Take a photo of my learning and upload it to Seesaw
- Use the microphone tool to record my ideas with the help of a teacher or friend.
- Use drawing tools like pencil, shapes to record my ideas

Y2-3 Collaborating Me - Building relationships

Waterloo students know what it means to work and play respectfully with each other

- Use kind words
- Invite others to play
- Listen to others ideas
- Play by the rules
- Give someone a compliment
- Using manners and showing respect to each other

Y2-3 Thinking Me - Reflective

Waterloo students are able to share their thoughts on their learning

- Use visual prompts to reflect on my learning
- Answer questions about my learning
- Talk about likes and dislikes
- Talk about what I can do definitely in my learning
- Share their learning with a friend

Active Learner Traits Key Competencies



School Values and PB4L

Take Responsibility for our actions. Kia Takohanga.

Have Resilience in everything we do. Kia Ngana:

Show Respect to all people always. Kia Manawaroa.

I can show respect by:

- Using my manners at all times
- Using kind words to everyone
- Looking after my own belongings and keeping them tidy
- Looking after class resources

Te Ao Māori

- Karakia - to start and end the day.
- Kapa Haka - Y1 Fridays
- Kapa Haka - Y2/3 in classes
- Tikanga - understanding and knowing the way we work together
- Tuakana Toa - Friday - Year 5&6 students teaching our younger students with the support of the classroom teacher
- Kura Ahurea Purakau (stories):
 - Year 1: Rangi and Papa, Hongi
 - Years 2&3: (Related to our inquiry)

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

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).
- Learning about simple and compound sentences and joining sentences with conjunctions, e.g. The grass was wet so she wore shoes.
- 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: Y1/2 Football tournament (Mon)

Week 3-4: Rms 21,22,23 Swimming (Fri, Weds, Thurs, Fri), Diwali Celebration Week

Week 4: Monday 27th Labour Day, Tuesday 28th Staff only day (school closed)

Week 5: Y2-3 Island Bay Marine Education Trip (Thur/Fri)

Week 6: Rms 12, 13, 14 and 15 visiting Penpals at Silverstream School (Wed)

Week 8: Pack the bus (Wed)

Week 9: Celebration Concert (Wed)

Week 10: Tabloid sports (Tues), Meet the teacher (Wed)

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, Jahdina Matagi and Billie Angus