

Title 2022 Middle Syndicate Newsletter - Term 1

Tuesday, 8 February 2022

Middle Syndicate Newsletter

Our School Vision: Preparing for the future in Partnership

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

Dear Parents/Caregivers and Whanau

Welcome to our first newsletter of 2022. We hope you all had an excellent holiday and that your child is settling back into school routines. We welcome new families/whanau and their child/ren into our syndicate.

Years 3 and 4 Classes

- Room 8 Omri Elyashiv
- Room 9 Jessie Austin
- Room 10 Sam McGavin (Team Leader)
- Room 11 Paul Wehipeihana (Team Leader)
- Room 12 Kate Winiana
- Room 13 Dave Haste
- Room 14 Julie-Ann Kamal

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 work as a whole syndicate fostering unity. This is by working cooperatively on many learning activities together. Please come and talk to your child's 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 and thinking. Here is a brief outline of this term so that you can continue to help and support your child at home.

Our 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.*

Active Learner Traits:

We will explicitly teach skills relating to our school values throughout the term and we will be aiming to explicitly teach and link these to our Active Learner Traits:

- **Managing self - Managing me**
- Encouraging students to develop a greater degree of independence. This involves them taking greater responsibility for their routines, behaviour, belongings, and ultimately their learning.
- **Relating to others - Connecting me**
- Encouraging students to be caring and relate well to others. This involves them being considerate and cooperative with one another.
- **Thinking - Thinking me**
- 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.
- **Participating and Contributing - Collaborating me**
- Encouraging students to participate in some of the many extra activities offered at school and to be actively involved in their learning in the classroom.
- **Using Language, symbols and text - Communicating me**
- 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.

Zones of Regulation:

The students' learning will focus on unpacking our understanding and knowledge of the Zones of Regulation. These are strategies that help a child recognise and regulate their own emotions, to support them at school and be ready for learning. Each class has a visual copy of these in their classroom to help the students know what feeling is related to each.

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 focus will explore the students' understanding of **Resilience/Aumangea** through **Te Whare Tapa Whā**. The students will inquire into their **physical well being (Taha tinana)**. It is about how your body grows, feels and moves, and how you care for it.

Strengthening your **physical wellbeing** helps you to cope with the ups and downs of life and feel mentally well. Some key things to take care of **taha tinana** include the following;

- Physical activity
- Healthy eating
- Ensuring we get quality sleep.

Literacy

Some students will be taking a structured literacy approach in their reading programme to build the strongest foundations for reading and spelling. We will focus on phonics (the sounds letters make, blending sounds etc) and phonological awareness (ability to hear and manipulate sounds. E.g. Identifying rhyming words, identifying sounds they hear in a word and isolating sounds).

In reading, the students need to see the purpose of why they are reading, and who and what they are writing for. They will be moving from 'learning to read' to 'reading to learn'. This includes focusing on developing the child's understanding of texts (fiction and nonfiction) through a range of approaches including the following:

- *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 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?*
- *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.*
- *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.*
- *Spelling, punctuation and grammar*

Library Times

Days and Times the Middle Syndicate classes go to the Library

The students are allowed to get out **3 books** when they visit the library.

Room 8: Thursday 9:30-10:00 am

Room 9: Monday 9.30-10.00am

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 11.00-11.30am

Room 14: Thursday 10:00-10:30 am

Mathematics

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

- *Addition/Subtraction - Throughout the term*
- *Geometry - Directions, Attributes of 2D and 3D shapes - Nets, Cubes*
- *Measurement (Time) - Telling the time, Analogue clocks, hours, minutes, seconds, problem solving activities with a time focus*

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.*

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. This may vary depending on the ability of your child's reading. Please come and ask your child's teacher if you have any other questions.

As parents, you can help your child by;

- Listening to your child read to check they are stopping at full stops
- Scanning words carefully
- 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).

Home learning activities are needs based. If you are seeking home learning opportunities, have a conversation with your child's teacher.

Health and Physical Education

This focus for this term is developing the students' skills in catching and throwing. 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.

Athletics - In Weeks 3, 4 and 5 we are planning to start some athletic rotations in preparation for our Middles Athletics day on **Tuesday 8 March** (p/p date Thursday 10 March). 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.

Students will need to be prepared (wear appropriate clothing and footwear) and to give things a go and show resilience throughout these sessions

Classrooms

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

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.

Clothing

Please ensure that all clothing, including sun hats, is clearly named. 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 into the digital citizenship agreements and get chromebooks up and running in the classrooms. Those of you who have brought your child their own chromebook, they will be integrated into the classroom programme. This is administered by Leigh Cranefield.

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

Regards

Paul Wehipeihana, Sam McGavin, Jessie Austin, Dave Haste, Kate Winiana, Julie-Ann Kamal and Omri Elyashiv