

Title 2022 Junior Syndicate Newsletter Term 2

Friday, 6 May 2022



Junior Syndicate Newsletter

Term 2 2022

Kia ora and welcome back to Waterloo School for Term 2.

We hope you all had a fantastic Easter break and are ready for the next term. We are looking forward to continuing to work with and supporting your child with their learning.

Link to all Waterloo Staff contact details

<https://www.waterloo.school.nz/our-team-1> (<https://www.waterloo.school.nz/our-team-1>)

We have changed the structure of our daily breaks now we are in the COVID-19 Orange Traffic Light Setting.

Here is what our new structure will look like:

School Timings

Monday - Thursday

8.55am - 10.00am First Morning session

10.00am - 10.10am Fruit break

10.10am - 11.00am Second Morning session

11.00am - 11.30am Morning Tea

11.30am - 1.00pm Middle session

1:00pm - 2:00pm Lunch break

2:00pm - 3:00pm Afternoon session

Friday

8.55am - 10.00am First Morning session

10.00am - 10.10am Fruit break

10.10am - 11.00am Second Morning session

11.00am - 11.30am Morning Tea

11.30am - 12.30pm Middle session

12:30pm - 1:30pm Lunch break

1:30pm - 3:00pm Afternoon session

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 an orange card before going to their classroom.

Parents are strongly encouraged to continue dropping and collecting children from outside the school gates. However, if you must come to the classroom to help your child, please ensure you scan in at the gate and wear a mask.

If your child is unwell, please keep them home and phone/email the office or fill in the online absence form to inform us of the reason for their absence.

Learning Conversations

Thank you for coming to our learning conversations. We enjoyed connecting with you and talking about how your child is settling into their new classes.

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 wet bag that can be left at school just in case of an accident. Encourage your child to wear sensible footwear to enable them to participate fully in our fitness and PE programmes.

Seesaw

Research has shown the benefit of spending quality time with your child on literacy. Reading to your child, listening to them read, reciting nursery rhymes and talking to your child is hugely beneficial and one of the best ways to support your child's learning.



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.



Through the **Seesaw class** app, you can upload any learning from home. Your child will come home with their personal home learning code (which has detailed instructions) which they can use to log on to this app. This term the students are learning how to log on to their Seesaw journal, upload photos, voice record etc. then they can share this with you at home. If you are having issues, please contact your child's classroom teacher.

Distance learning

Due to families having to isolate at times, our school offers a hybrid/distance learning model so students can continue to learn from home. Each week, your child's classroom teacher will upload the classroom timetable and activities with video instructions. We will be doing the same activities in class throughout the week. Some activities will use Seesaw while others are offline activities to ensure your child is not having too much screen time for school.

Website: <https://www.waterloo.school.nz/> (<https://www.waterloo.school.nz/>) (click on Distance Learning)

Password: Water100 (capital W and two zeros at the end)

Click on your child's classroom Ruru and this will take you to the timetable and activities for the week:



Waterloo School Inquiry for 2022: Resilience

Each term we will unpack a section of the 'Whare Tapa Wha' while learning about our school value of Resilience.



Term 2 at a Glance

Maths ~ Strategy & Strand	Strategy focus: Multiplicative Thinking Strand focus: Fractions and geometric thinking
Inquiry	Taha hinengaro is your mind, heart, conscience, thoughts and feelings . It's about how you feel, as well as how you communicate and think. Just like your physical health, your hinengaro needs to be nurtured. Hinengaro is what you do to stimulate and refresh your mind so you can better cope with the ups and downs of life.
PE Health	Active movement - scooter skills (postponed from Term 1) running, balancing, cooperative games, cross country Navigating the Journey: Theme 3: Relationships
Learning through Play	Play Provocations: art, dramatic play and a child's current interests. Play is a great way for a child to follow their interests, work on their social skills and our active learner traits.
Active Learner Traits	Managing me - I can use tools to manage my emotions so I can make good choices and show self control. I can manage my belongings - library book, book bag, sunhat. I can show resilience when faced with a problem.
Key Competencies	Connecting me - I can create and maintain positive relationships. I can be open minded and work as part of a team. I can notice how I am feeling.
Learning Maps	Collaborating Me - I believe in myself and can share this with others. Thinking Me - I can take risks and give new things a try. Focused on Taha Hinengaro.
School Values and PB4L	Respect - myself, my classroom, belongings, family, friends/others and our environment. Responsibility - class routines, managing school and other belongings. Resilience - Persistence to keep trying when things don't work out. Attempting things even when they are hard.
Tikanga Maori	Kura Ahurea (Rangi and Papa), Kupu o Te Wiki, Waterloo School Pepeha, taha hinengaro,

Literacy Phonological Awareness and Reading - Nursery Rhymes, having fun with rhyming words, hearing each sound in a word - blending sounds and segmenting words. Shared, guided and independent reading.

Phonics - learning sounds and applying them to reading and writing.

Poetry - exploring rhyme and poetic language, reciting poems and rhymes.

Writing - personal experience, creating own stories, dictated sentences linked to reading.

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