

Title 2022 Senior Syndicate Newsletter Term 2

Friday, 6 May 2022

Waterloo School Senior Syndicate

Years 5 and 6

Newsletter Term 2 2022

Kia ora everyone

We hope you and your child/ren had a relaxing break and are now ready for another term's learning. The classes are starting to fill up again and get back to the new "normal".

It is lovely to meet some parents for the first time and to reconnect with other whānau. We really appreciated your support during Term 1 and the way people stayed outside the school bubble to keep the tamariki and staff safe. The teachers are wearing masks for at least the first couple of weeks of Term 2 and students are encouraged to do the same inside, for now.

Welcome to Molly Lowndes, who is teaching in Room 6 during Charlotte Kelly's maternity leave. Paula Martin will be in Room 6 each Friday, to cover Molly's 'new teacher' release.

The Senior Syndicate teachers collaborate in their planning and resources for each term. Here is a brief outline of this term so that you can continue to help and support your child at home with their learning and thinking.

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 a go.*

Active Learner Traits

We will continue to teach skills relating to our school values (Respect, Responsibility and Resilience) throughout the term with a particular emphasis on resilience. We aim to 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.

Classroom Programmes

Inquiry

This term, our focus will explore the students' understanding of Taha Hinengaro (mental and emotional wellbeing through the continuation of Te Whare Tapa Whā (the four walls of wellbeing PE model). Through the inquiry process, we will encourage the students to think, ask questions, make connections and draw conclusions around the topic focus.

The students' learning will focus on the following;

- **Zones of Regulation** - unpacking our understanding and knowledge of the Zones of Regulation. These are strategies that help a child recognise and learn strategies to regulate their emotions, to support them at school and be ready for learning.
- How to **look after their taha hinengaro** by doing things that make them feel relaxed, calm and happy, strengthening their connections with themselves, others and environment.
- **Brain development** (parts of the brain, how connections develop and strengthen, etc)
- **Growth mindset** (e.g. how our self-talk affects our outcomes, strategies for coping with dips in emotions and "The Learning Pit").

Through this programme, the students will continue to explore and develop their understanding and use of positive health mind skills that will help support them to be confident and connected, actively involved, life long learners.

Literacy

Some students will be using a structured literacy approach in their reading programme, to develop strong foundations for reading and spelling. We will focus on phonics (the sounds that 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).

Students need to see the purpose for their reading and writing. They are now '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 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?
- Goal setting, giving the students some choice, identifying the skills of writing they want to improve on and the types of writing they can do to help them achieve these goals.
- 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.
- Extending their vocabulary knowledge for reading and writing.
- Spelling, punctuation and grammar.

Mathematics

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

- Multiplication and Division - including fractions of groups.

- **Measurement: students will be able to use different ways to estimate and measure using length, area, volume, capacity, directions and time in different contexts.**
- Geometry - students will be able to recognise and name different 2D and 3D shapes, measure angles, understand rotational symmetry etc.
- Share, explain and justify their thinking using the appropriate mathematical language in different contexts.

Health and Physical Education

This focus for this term will involve the following:

Invasion games: An invasion game is used to describe any game where the objective is to attack the opposition's territory and score a goal or point. They are usually played between teams of equal players and these fast-paced games focus on teamwork, maintaining possession, scoring and defending. Classic invasion sports include soccer, basketball, football, hockey, ultimate, and rugby.

The Senior Syndicate Cross Country Event is to be held Tuesday May 10, starting first thing in the morning. Check with your child if they are competing in this race, as it is optional this year. You are welcome to watch this event if your child is competing.

(Swimming is in Term 3 for the Senior Syndicate - to be confirmed through a future Signmee).

Physical Education is part of our everyday learning programme. Students need to wear appropriate clothing and footwear so that they can participate fully, give things a go and show resilience throughout these sessions. If your child is unable to participate, a note from home is required.

Home Learning

Home learning is a personal choice for each child and depends on their needs and the needs of their family. Our main priority in our school is to encourage the life-long love of learning - especially reading.

Students are expected to read at home everyday and are encouraged to choose books that will challenge them. This may vary depending on your child's reading skills. Some children will benefit from having books read to them instead.

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

If you are seeking further home learning opportunities, have a conversation with your child's teacher.

Classrooms

Students are allowed to enter the classrooms at 8.30am. Some children arrive at school before 8 o'clock. They are not supervised by staff and some become very cold outside if they arrive at school too early. After School Fun Club is available for before school care.

Correspondence

School Newsletters: *All of our newsletters, notices and general communications 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 is named. When outside, students are required to have shoes on at all times for their own safety. We are trying to keep a flow of air moving through the classrooms, so please help your child to pack an extra warm layer in their school bag.

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.

Students are signing up for the responsibilities of wet weather room minders and for buddy reading with junior classes. This week, there have been some band try-outs.

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

Regards

Janice Karl, Glynnis Bell, Aimee Cunningham, Molly Lowndes, Ruby Leonard, Anna Thompson, Brooke Morgan-Cameron, Chris Cowman and Paula Martin.