

Title 2023 Senior Syndicate Newsletter - Term 2

Wednesday, 17 May 2023



Waterloo School Senior Syndicate

Years 5 and 6

Newsletter Term 2 2023

Kia ora everyone

We hope all of the students had a restful break, with some interesting activities - at home or visiting different regions. We had excellent support from parents at our structured literacy information evening. This was a chance to dip into the types of activities that students do during structured literacy time and to understand the need for this literacy focus.

This term, the students need to be prepared for a range of weather. Please help your child to layer clothing and have spare clothes in their bag if they like to play on the playground or field when it is wet. We often need to grab a break in the weather to do some outside PE.

The main topic focus this term is to "take action" based on the learning last term about marine environments.

Home learning

We cannot over-emphasise the value of developing a love of reading in your child/ren. This may also take the form of you reading to them and modelling the joy of reading.

Teachers will also encourage students to complete any classwork that they are behind in, and to read, read, read every day. Please speak to your child's classroom teacher if you need further clarification or require any more information.

Teachers will share the spelling concept for the week - either in paper form or electronically e.g. Seesaw, Hapara Workspace or email. For students having targeted support in reading groups using "decodable" books, teachers will share the letter/sound patterns the students are working on.

Classroom Programmes

Inquiry

Investigating our marine reserves.

We really appreciated the fabulous level of parent support we got for the 'Experiencing Marine Reserves (EMR)' programme. Its purpose is to empower schools and communities by providing hands-on experience in the ocean. The aim of EMR is to raise awareness, understanding and involvement in marine conservation. EMR is a professional marine education provider and a programme of the charity Mountains to Sea Conservation Trust.

This term, the emphasis is on students being supported to take further action, based on their interests and learning. It may take the form of a cake sale to raise funds for more equipment for EMR, an educational or persuasive poster or video about local marine life or a game to educate others, amongst many ideas that the students will brainstorm.

New Zealand Histories

Students will learn about Important events in New Zealand's history, including the significance of Te Tiriti - The Treaty of Waitangi.

Our health programme, Navigating the Journey, will run throughout the year. In Term 2, we will be learning about relationships, for example, forming and maintaining friendships and the general concept of consent. Teachers reinforce the importance of safety online. (It is important to realise that the safeguards we use at school are not automatically available online at home).

Literacy

Our key focus continues to be to deliver research-based, explicit instruction on how to spell and read. A structured literacy approach provides: explicit, systematic, and sequential teaching of literacy at multiple levels, including letter-sound relationships, syllable patterns, vocabulary, sentence, paragraph and text structure with cumulative practice and ongoing review. We will communicate with parents about what language concepts students are working on, throughout the school.

In writing, our focus will be on purposeful writing tasks linked directly to our inquiries. Each classroom will work on different tasks according to the needs presented by their inquiry process. These writing tasks may take a variety of forms, for example, personal experience, poetry, information reports and so on. Through these tasks, we will be learning about things such as how key ideas are selected, how different texts have different structures, the importance of selecting specific words, correct punctuation, proof-reading and editing.

A great way for you to help at home is to encourage a regular habit of reading and also by reading with your child and discussing the features that make up the texts you are sharing. For example, the author's use of descriptive language or how the structure of a piece of text can change depending on the purpose of the writing.

You could also spend time guiding your child to be observant about their everyday experiences: a walk along the beach, a sports game, a game with siblings, or a cooking experience. All these experiences are rich fodder for writing.

Numeracy

There will be an emphasis on students exploring multiplication and division - group theory. We are learning to solve "times as many" problems. Here is an example:

Kylie eats two weetbix each morning for breakfast. Jonah eats four times as many Weetbix as Kylie. How many Weetbix does Jonah eat? How many Weetbix is that altogether after 10 days? The problems we will solve will have more difficult numbers than that as we work at becoming good at multiplication and division. Some students will work on problems involving decimal numbers, fractions, proportions, rates and ratios.

The children will be encouraged to develop their own personal learning goals which they can revisit and modify throughout the year. You can help your child to learn multiplication facts - "times tables" at home: with flip cards, lists, posters, songs, etc.

Students will also learn aspects of measurement and geometry, to support our mathematics and topic work.

Physical Education

The PE programme will begin with athletics (long jump, high jump, sprints, vortex, discus and shot put).

Dance and Movement:

Matariki 2023 is a special time of the year and is on Friday the 14th July (the last Friday of the next school holidays). In preparation for this, the school has registered in the Matariki NZ Dance Challenge. Through this challenge, the aim is for our students to take part, and gain a deeper understanding of the meaning of Matariki.

Teachers have been supplied with teaching and learning resources to help support the students in learning the dances for the NZ challenge. Within each syndicate also, the teachers have organised different times throughout the term to practise these dances before the final challenge.

Building team work and resilience is also a key aspect of our PE sessions. Teachers will expect a note from home if your child is not able to participate in PE activities.

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.

We will continue to teach skills relating to our school values throughout the term, with a particular emphasis on resilience.

- **Respect (Kia Manawaroa)**
- **Responsibility (Kia Ngana)**
- **Resilience (Kia Takohanga)**

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.*

Parent Queries/Concerns

We believe in working together to provide the best for your child. If you have any queries/concerns - big or small please approach your child's teacher first - then the Team Leaders (Glynnis Bell and Janice Karl) or the Acting Deputy Principal (Chris Cowman). The partnership between home and school is crucial so please do not hesitate to talk to us and discuss any issues you may have.

Bell Times

The bell goes at 8:55am for the school day to begin. Students need to be at school at least 10 minutes before the bell so they can unpack their bags and get ready for their day. Students feel much more settled and ready for the day if they are on time for school.

However, please remember that the students are not able to enter classrooms until 8:30am. *We notice that a few students are being dropped at school very early - e.g. 7:30 a.m. As the weather gets colder, this is a very long, uncomfortable, unsupervised wait for students. The Fun Club before-school service is available in the hall for parents who need earlier drop offs.*

We look forward to a great Autumn term of learning at Waterloo School with your child/ren.

Best Regards

The Senior Team

Janice Karl, Glynnis Bell, Aimee Cunningham, Brooke Morgan-Cameron, Paula Martin, Olivia Van Woerkom and Jason Trenberth.

Signature: **[Optional]**