



# WADESTOWN SCHOOL

*Growing and Connecting as Learners*



## **Pohutukawa Team Newsletter Term 3, 2022**

Kia ora Parents, Caregivers and Whānau,

Nau mai, haere mai and welcome to Term Three, 2022!

A special welcome to our new tamariki/children in Room 1: Matilda Williams, Rosie Sneddon and Isla Bloemstein who have just started, and to George Pilcher and Isable Payne started at the end of last term.

It has been wonderful to hear about the holiday adventures our students have had and the time spent with friends and family. We hope the holidays have been a time for students to re-charge their batteries and that they are ready for the learning opportunities we have planned for this term.

We acknowledge Covid will still be a factor for us to all to manage and so we value your continued support with keeping unwell students at home in order to alleviate any unnecessary spread.

This newsletter will:

- look at our school G-R-O-W values and how we are unpacking them
- briefly outline our curriculum planning for Term 3
- outline the dates for events and itemise any related costs which form part of the 'Classroom Activity Donation' for this term

### **GROW Values**

Our new school values have the G-R-O-W acronym. Here are some examples of what they mean to Pohutukawa Team:

#### **G - for Gratitude Whakawhetai, Being thankful**

At recent assemblies we have invited guests over from Rose Street so that we can thank them for everything they do to help us, and so that our students become familiar with their faces and their role. The guests have been: Mrs Smith (Office Manager), Mrs Dammer (Office Assistant and Teacher Aide), Tani (our School Caretaker) and Mr Piper (our School Librarian).

Being thankful and looking out for others is a great way to promote everyone's well-being and to help build a positive school culture.

Teachers were very grateful to the parents for providing delicious home-baking on the days of the Parent Conferences at the end of last term.

#### **R - Resilience Manawaroa, Be strong and courageous**

We teach the importance of having a "Growth Mindset" so that our students are willing to take on daily challenges and understand they may not be able to do something 'yet' but with practise, they will learn in time.

For some students, learning to read or write is where their need for a "Growth Mindset" might be the most obvious, and for others it might be going to a place they have not been to before e.g. going to ASB Sports Stadium this term and participating in the gymnastics programme there. It's really helpful when parents encourage their tamariki to have a "Growth Mindset" at home when or if they are facing challenges.

### O - Others Whānaungatanga Be strong and courageous

"Pink Shirt Day" in June was led by the Year 8 student leaders from Rose Street and they encouraged our teina (younger) students to be kind and caring to others. On a daily basis we encourage the children to think about how they might feel in a similar situation to another child who may, for example, be upset in the playground, or unsure as a new entrant.

### W - Wonder Mīharo, Be curious

It's wonderful to have students that are curious and excited about the world around them. Each Friday, during Discovery Time, teachers set-up a challenge for students to be curious and explore new challenges, ideas and concepts.

### Curriculum Overview

Our school-wide theme for 2022 is 'Growth' *Ka mua, ka muri*, 'Walking backwards into the Future.' In Term 3 we will be teaching *New Zealand History* from the new Aotearoa New Zealand History curriculum and have a focus on "Growing with the Arts".

### **Literacy**

The teaching of **Phonics** is foundational to our literacy programme as it supports student's oral language learning, their phonological awareness and their letter-sound knowledge. The reading programme in each class focuses on various activities aimed to increase the students' reading ability and reading 'mileage'. We know that reading mileage is invaluable as it helps develop confidence and fluency. Teachers value **parent partnership with reading homework**. At the end of this newsletter you will see a suggested list of reading activities that parents might use as a way of supporting their child's reading homework - we hope you find these stimulating and practical.

Writing: Reading skills are reciprocated in writing e.g learning to have a finger space between words, and starting a new sentence with a capital letter. Learning to structure a sentence is a challenging skill to develop and we encourage students to read their writing aloud so that they can 'hear' where a full-stop is needed (when they stop or take a long pause). Just as with reading, writing 'mileage' is invaluable. Authentic opportunities for your child to write, such as an email to a grandparent or family member far away, provides great practice for your child to further develop their writing skills.

### **Numeracy**

A key focus is on building **confidence** with **Number and Algebra**, understanding how numbers work and exploring patterns. Developing number knowledge is needed for students to solve number problems and equations. Over the first two years at school, time is spent counting forwards and backwards to 10, 20, 50 and then 100, counting in 2s, 5s and 10s and learning about place value. Students are introduced to equations that involve simple number operations e.g. addition and subtraction before moving on to addition as repeated groups (multiplication) and sharing in groups (division).

**Geometry and Measurement** skills will be a focus in Weeks 1 and 2, in which students will learn to tell the time (both on analogue clocks as well as digital clocks). In Week 3 each class will be participating in "**Maths Week**".

### History - Aotearoa New Zealand

Students will learn about the *ocean voyages* that *tangata whenua* ( the original Māori inhabitants 'people of the land' of New Zealand) made. New Zealand **myths and legends** will be a supporting resource for our teaching of Aotearoa New Zealand history and our local origin stories.

Our visit to Te Papa in Week 3 will support our teaching of this topic and should encourage curiosity and wonder - the programme is titled "Navigating the Pacific". Closer to home, we will also look at our local Wellington harbour legend of *Ngake and Whātatai - the taniwha of Wellington harbour*.

### Te Reo Māori

Alwyn Rees is our new Te Reo teacher and he teaches a fortnightly half-hour lesson in each of our classes on a Tuesday morning. The focus is on kupu (Maori words) and simple phrases. Hemi Prime continues to teach Kapa Haka and waiata on a Thursday morning.

### Physical Education

Students have a daily fitness session which creates a "brain break" and is really important for helping with concentration.

We will visit the ASB Sports Stadium on a Thursday during weeks 4-6. Students will have a ball skills lesson for 45 minutes and a gymnastics session led by two coaches for another 45 minutes. In Week 6 a visiting coach will give a session on basic cricket skills.

### The Arts

In Weeks 1 - 3 students will participate in a weekly "Arts Rotation" featuring a lesson in dance, drama and music. Each class will be working on an item to present to their whānau at a performance at Rose Street towards the end of term (details to follow). The theme will be linked to this term's Inquiry on Aotearoa New Zealand History.

<b>Pohutukawa 2022 Classroom Activity Donation - Term 3</b>	
<b>Amount charged to Student Statement 2022 \$65.00</b>	
<b>Term 1 and 2 costs</b>	<b>\$40.00</b>
<b>9 August</b> Te Papa Trip, includes entry & return bus fare	<b>\$7.00</b>
<b>18, 25 Aug &amp; 1 Sept</b> ASB trip, includes ball skills & gymnastics (free return bus trip)	<b>\$12.00</b>
<b>29 August</b> "Strike" drums performance at Rose Street	<b>\$5.00</b>
<b>6 September</b> City Gallery Trip "Junior Sculpture Trail" (return bus fare included)	<b>\$10.00</b>
<b>Total for Term 3</b>	<b>\$34.00</b>

- Please note that due to bus price increases, there has been an increase to the Term 3 costs.



**Is that Really Rubbish?** programme supported by Wellington City Council. Rūma Tahi (Room 1) made "Wild Things" masks as a way of re-using shopping bags.



### **Parent Helper Request for a "Books Return" Roster**

Teachers are most grateful for the considerable support we have had with the book return of guided readers. Due to changing circumstances of some of our faithful helpers we currently need a couple of extra helpers to be on the roster with Lauren Langford (Arthur's mum in Rūma Tahi, Room 1) and Sarah Boyce (Alex's mum in Rūma Kore, Room 0). Please email Amanda Lambie if you can help with this request.

#### **Dates to Remember**

- **9 August** Te Papa Trip
- **18, 25 August & 1 September** ASB trip
- **29 August** "Strike" drums performance at Rose Street
- **6 September** City Gallery Trip "Junior Sculpture Trail"

### **Reminder for Winter Weather**

It is important that children have a rain jacket in their bag in case the weather changes during the day. Please show your child where it is stored in their bag.

We are all looking forward to another great term of learning with your children and our partnership together.

Ngā mihi nui,

Amanda Lambie [amanda@wadestown.school.nz](mailto:amanda@wadestown.school.nz), Robyn Grover [robyn@wadestown.school.nz](mailto:robyn@wadestown.school.nz),

Ann Marshall [ann@wadestown.school.nz](mailto:ann@wadestown.school.nz), Joy Henderson [joy@wadestown.school.nz](mailto:joy@wadestown.school.nz),

Angela Clark [angela@wadestown.school.nz](mailto:angela@wadestown.school.nz)

# How can I support my child's reading of school readers at home

- Choose a time and place where your child will feel relaxed and ready to read.
- You may need to read away from other siblings where there won't be any interruptions.
- Give your child time to use their reading strategies to work out unknown words.
- Talk about the story and the pictures.
- Help your child to work out unknown words by saying:
  - "it sounds like..." e.g. 'light' but this word begins with 'n'.
  - what letter/sound is at the beginning of the word?
  - can you see any little words inside the word?  
E.g. there – here, her, the
  - Cover the suffix, ask what is this word and then what is it when the ending is added?
- Listen to your child read their book.
- Share read by reading one page each.
- If your child is tired read the book to them.
- Ask questions about the pictures that will make your child think.
- Listen to your child tell you about their book, ask appropriate questions to help prompt their ideas.
- Can your child retell the story/chapter.
- Ask your child to tell you some facts they have read from a non-fiction text.
- If your child has a longer book, ask them to read 2-3 pages and talk to you about the rest of the book.
- Ask your child to read their book independently to themselves, perhaps while you are close by and maybe reading something of your own. Modelling how to read for pleasure is an important aspect of your child's reading development.
- Ask your child what they might do in a certain situation from the book.
- Talk through the book picking out 'interest' words.
- Focus on the punctuation, stopping at commas and pausing, STOP at a full stop. Omitting punctuation can change the meaning of a piece of writing. An activity idea to help your child to recognise a full stop is to tap a surface e.g., table, their knee or to click their finger or clap every time they see one.
- Ask your child to find a word with two/three syllables and clap each syllable as they say the word.
- Arrange for your child to read to a relative/friend on a Google /Zoom call.

***Share your passion for books and reading***