



Ngā Totara Newsletter

Term Two, 2023

Dear Parents and Caregivers,

Tēnā koutou katoa, welcome back to Term Two. We hope you enjoyed the term break, how fabulous to have all of the public holidays coinciding. We started the term with Richie Patterson, an NZ Weight lifting Olympic gold medalist visiting the students. Richie spoke on the theme of resilience, inspiring with talks about his Olympic journey and also getting the students up and active with an exercise or two. The students were inspired by Richie to set their own goals and that you learn more from our failures than from our successes.



We are pleased to welcome back Manju Naran to Room 22 and thank Linda Leong for her great work with the students. Linda will be supporting Manju and Room 22 in the first few weeks of her return to the classroom.

Term 2 is our cross country term. The Year 3 students are very excited that they can run through Lyford Bush this year. The Year 4 students have the chance to compete in the interschool cross-country team, bringing an added incentive to their training.

This term Rooms 18, 19, 20, 21 and 22 will attend swimming lessons. A newsletter will be sent home closer to the start date of your child's class lessons with more details. Please ensure their uniforms and swimming gear is named and that they have their swimming gear everyday.

Swimming dates	Room 18 – 27/4 - 8/5	Room 19 9/5 - 18/5
Room 20 19/5 - 31/5	Room 21 1/6 - 13/6	Room 22 – 14/6 - 23/6

Trip

We have a trip planned at the end of the term to Corbans Art Estate. Students will look into Tikanga Māori (customs) and whakapapa (genealogy). They will take inspiration from a star from the Matariki star cluster to create a poi. To finish everyone will learn some basic poi movements. A notice with further details will follow later in the term. We will need parent helpers so please note the following dates.

Friday 16th June: Rooms 18 and 20, **Monday 19th June:** Rooms 19 and 22, **Tuesday 20th June:** Rooms 21 and 7

Learning in Ngā Totara

Inquiry Learning - Mitey and Aotearoa Histories

The Big Question that the students will inquire into are:

- What makes me, me?

As outlined in the Term 1 newsletter, teachers are continuing to be supported by Mitey facilitators to deliver mental health education to students. We are now at a stage of integrating these understandings and outcomes across the curriculum.

Within the Aotearoa Histories curriculum, students will continue to look at the many stories that shape who we are today as a country and how these have evolved over time. Compare texts from different cultures by gathering and selecting and interpreting information.

Mathematics

In Maths, our focus is Inquiry-Based Maths, a problem-solving-based approach that encourages diverse thinking and allows children to develop their mathematical understanding through a range of strategies. This term our mathematics focus will be measurement (time), addition subtraction and multiplication & division. We will begin with a focus on understanding minutes, seconds & hours & the relationship between these. We will also be reading both analogue & digital clocks. At home, please support your child by helping them to read the time and discussing times within your family day.

P.E.

We are focusing on building stamina and pacing for Cross-Country. We will practise Tuesdays, Wednesdays and Thursdays. Children need to bring running shoes on these days to protect their feet. If their black school shoes are sneakers, these are suitable. If we start to experience worsening weather, we will let the children know to pack a change of clothes.

Writing:

Students will write a range of fiction and non-fiction genres as they work through their Aotearoa History based inquiry. Following the writing learning progressions, they will: Write to narrate, write poetically, write to instruct and write to inform. Our writing programme will focus on the students writing for a range of different purposes linked to the curriculum, retelling others' stories in a variety of different ways. We will be practising the writing skills we have and working on the basic structure that meets their purpose for writing. They are learning to explain the features of myths and legends relating to the subject, purpose and audience.

Reading:

The students will be reading a variety of fiction and non-fiction stories to support their learning in all areas of the curriculum. In recognising that the children in Years 3 and 4 are working at various learning levels in reading.

Less independent readers will use the picture or the meaning of the story to work out unfamiliar words or to understand the meaning, notice when they have made a mistake and fix it up. Most of the time find information that is clearly stated in the story.

As they become independent readers they move on to know what they like to read and be able to choose what's right for them, understand what they are reading and be able to talk about the main ideas, as well as ideas that are not so obvious, recognize and understand the information in different kinds of books. They will read smoothly, like taking notice when they make a mistake in their reading and be able to fix it, most of the time reading to find out information, like answers to questions.

Oral Language:

As well as practising the Oral language skills already learnt the students will retell the story in sequence and structure of known stories. There will be a focus on building vocabulary to increase knowledge and raise word consciousness. They will be able to generate words on a specific topic to increase vocabulary knowledge.

Digital Technologies:

During this term, we will be using the authentic context of our inquiry to develop digital technology skills. Students will use their Google accounts to sort, store and retrieve their work. They will use google docs to support their writing across the curriculum. All classes now have extra Chrome books thanks to the effort and support of the community. Throughout the term, there will be opportunities for students to use computers to research their inquiry problems. Finally, they will be creating a slideshow to share with others their inquiry journey.

The Arts:

As part of our inquiry topic, the students will demonstrate an awareness of dance as part of community life. They will be able to name different types of dance that individuals have participated in or seen at various times and places family and cultural gatherings, outdoor festivals and events. They will be able to discuss and record the similarities and differences between how the dances are performed, what people wear, and the accompanying music or sounds. Drawing on personal experiences, talk about why and where people dance on special occasions. Learn and share with others a simple group dance suitable for a celebration. In visual arts they will be able to design and make imaginary or mythical creatures, using either a story or visual images as a stimulus. Look at a variety of woven objects (e.g., kete, mats, cloaks) and talk about their purpose, their significance, and the ways they were made. Explore artists' methods and the motifs and symbols used to tell stories in the works.

Reminders

Winter Uniform:

This is a reminder that jewellery or bright accessories/socks are not allowed. Hats are not compulsory in term 2. A school uniform long-sleeve top is available in addition to the school jumper. Alternatively, a thermal singlet under their t-shirt is a good option. Clearly labelling your child's clothing is a great help as things do go missing. If your child has lost or misplaced anything please check the lost property box in the hall.

Home Learning Expectations:

It is an expectation that all children read every day. This could be a library book, a poem or a reader sent home by the teacher. We also recognise that many children take part in other after-school activities and acknowledge that these are part of the children's home learning programmes too. Families are therefore encouraged to organise home learning to fit in with the various other activities and commitments that they have.

The teachers completed professional development about a spelling programme called "The Code" which is based on structured literacy. We are implementing the programme in the classrooms across the school this term.

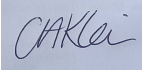
This is taught systematically and explicitly in the classroom 4-5 days per week. It is not a programme where spelling words are sent home to be learned each week. Spelling at home can be done through Study ladder activities. If your teacher feels your child needs extra support they will be in contact with you.

Bell Times: At Sunnynook Primary, a bell is rung at 8.30 am to let children know that the classrooms are open. Children are **not to arrive at school earlier than 8.30 am**. You can book before-school care at SKIDS which is located in the Sunnynook School Hall. All children leave school at 3.00, it is important that you and your child are aware of where they are being picked up from or where they are meant to be after school.

We believe that it is important to have regular communication between whanau and the school. If you have any questions or concerns please feel free to approach your class teacher or send an email. If your concern may need some time to discuss or is sensitive, please make an appointment. If we are concerned about your child we will bring this to your attention as soon as possible.

We look forward to an exciting Term 1 in the Year 3/4 Team.

Cheryl Klein (Team Leader),



On behalf of the Ngā Totara Teachers; Manju Naran, Kelley Olsen, Rebekah Hagen, Sylvia Stirling, Emma Brailey, Zoe Jones and Linda Leong

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