



# Worser Bay School

## AUTAHI

### Parent Information

### Term 4, 2009

#### Welcome to Term 4

“What’s a Community?”

It’s here - who can believe it’s the final term of 2009! This term the whole school is building on learning from the previous three terms, connecting the dots, revisiting concepts and skills and focusing on a new big question. In fact, we got so carried away when we were planning for this term that we have Term 1 2010 basically sewn up as well. This is exciting as it demonstrates how we are trying to create greater seamlessness and not view learning in “term-like, bite-sized chunks!”

We are also aiming to strengthen the links between the different curriculum/learning areas to help the students make greater sense of their day! One way of doing this is to make the learning as purposeful and explicit as we can. Additionally, the key competencies will be woven throughout all the learning areas and not viewed as something extra or separate.

With better weather (?!) there will be plenty of opportunities to get outside the constraints of the classroom walls. Our trip to the City Gallery to see [Yayoi Kusama: Mirrored Years](#) will certainly motivate as we think about how we may add something a little different to our school environment!

This term is also one for festivities - the Fair, the Christmas Carols, the Farewell to our Year 6s and an opportunity to celebrate the movie-making. It’s certainly gearing up for a busy one, full of opportunities for you to get inside what’s going on and what your child is up to!

#### Autahi

Term 3 allowed us to celebrate many different successes. Your child would have shared some of these successes during their SLC and you have received your child’s SLC Summary and goals for the next term. These are displayed in our classroom so that they are ‘front of mind’. Please talk with your child on a regular basis about their goals and how they think they are progressing towards achieving these.

This term we will be able to see our rising stars in action with our Term 3 film viewing. This will be held over Week 5.

Moving forward, we are exploring a brand new big question together... “**What’s a Community?**” With a Social Sciences focus, we will be identifying common features of many communities. We will be exploring the different roles which exist within different communities and how they have changed over time. We will also be discovering how smaller communities exist within larger communities.



### **Key Competencies and Enterprising Attributes**

We will be building on the skills of compromising, negotiating and working as a team. Through our Term 3 Topic evaluation, we identified that our students need to explore and learn more about 'Participating and Contributing' in groups and in the community, so this is our main focus. 'Thinking' attributes will also be an integral part of our learning. To learn more about how to effectively participate and contribute to a group, students will continue to work in co-operative groups, strengthening their prior learning.

For more information on the key competencies, please visit:

<http://www.teamup.co.nz/AllAges/Curriculum/SchoolCurriculum.aspx> or

<http://keycompetencies.tki.org.nz/>

And for information on the enterprising attributes, visit:

<http://education-for-enterprise.tki.org.nz/About-E4E/The-NZ-Curriculum-and-E4E/Enterprising-attributes>

Better still, come to the Parent Evening!

### **Topic and Research**

Creating 'Medieval Mayhem' is what we will be up to! We are exploring communities through a 'castle' context. At the end of last term, students expressed interest in which roles of a medieval community they would like to learn more about. They had the choice of craftsman, knight, entertainer and castle worker. In mixed cooperative groups, students will learn about how these roles contributed to the castle community and how they all depended on each other in some way.

From Week 4, students will be comparing and contrasting their learning about medieval community life to the life lived on Maori Pa in New Zealand. This relates closely to our school's significant location and exploration of our own unique community.

We will be learning about our sense of belonging in many different contexts including our visit to City Gallery to view Yayoi Kusama's artworks. We'll be inspired to think about how the past is important to people and how places are significant to individuals and groups.

### **English - Reading and Writing**

The Draft Literacy Learning Progressions have been revised and are available to all schools this month. To find out more about learning progressions in literacy you may want to visit:

<http://www.literacyprogressions.org.nz/>

The literacy learning progressions provide teachers with a professional tool that indicates what knowledge and skills students need in order to engage with text and meet the reading and writing demands of the New Zealand Curriculum.

A writing sample will be collected early in the term to assess progress with students' writing goals. We will be recapping on our prior learning about writing a personal recount which is a piece of writing about something that has happened. From Week 3, the students will be learning about the features of a narrative. We will be focussing specifically on Medieval and Maori myths and legends which link to our Topic. The students will be working towards writing their own narratives. A narrative tells a story but has specific features such as characters, a setting, a problem and a resolution.

Every Friday we are going to be joining together with Māhutonga students to explore medieval times. Children will be in four multi-age groups. Each child will take on a different role in their group. Every Friday they will be having a number of different dice rolls to determine such things as the weather, creatures they may discover, direction and distance travelled. Each group will get 1 of 23 scenarios. They will have to navigate through a map designed by their team, exploring lots of different things that they may have encountered during Medieval Times.

The main focus of this cross curricular unit is to further develop our skills when working in a co-operative group. Each team will have to update their map, and keep a daily log from each of their different perspectives. They will be required to keep their map to scale, draw labelled diagrams that show what they have discovered along the way and problem solve through different scenarios. There are so many different reading, writing, visual language and mathematical opportunities that it is going to be a very exciting journey!! Watch this space...

### **Maths and Statistics**

We are starting off Term 4 by refreshing our addition, subtraction, multiplication and division strategies and knowledge learning. The students will be undertaking the Numeracy Project Gloss Assessment which will assess their progress with strategy learning. We will also be administering the IKAN Test which will assess progress with mathematical knowledge. The purpose of these assessments is to inform our planning and measure your child's progress since Term 1 and 3 of this year.

From Week 3 to 6, we will be learning about different features of measurement. We will be making links to our topic learning. From Week 7, the maths focus will be statistics.

Remember, a good place to start finding out more about the numeracy approach is:

<http://www.nzmaths.co.nz/node/453>

### **PE and Health**

Circle Time continues to feature as an important weekly event in Autahi. Swimming begins on the first Wednesday back and Tennis is also scheduled in for five weeks of the term.

The students will continue to take advantage of our summer Friday afternoons by visiting Miramar Park for a range of different sporting opportunities. There will be a sprinkling of athletics and lots of EOTC – Education outside the Classroom. We will be making sure that our community exploration includes a visit or two to Worser Bay Beach. As part of comparing and contrasting medieval living to life on a Maori Pa, we will be learning about the ways in which food was gathered. We are hoping to have a go at this ourselves!



### **Music**

Our students will be continuing to polish their musical performances using various instruments ready for our Peter and the Wolf display at the Christmas Carol Evening. Ask your child about what's been happening in music and what instruments they can identify in the piece? Music will also be part of the 'Entertainers' Medieval group.

### **Maori**

We are beginning to pass on the knowledge we were lucky enough to gain through our staff professional development with Joan Costello in Term 2 (and some of our parents, too!) We are learning and using Maori phrases in the classroom, so look out for these and try and use some too. We are beginning to include a Maori perspective in all our planning and teaching. Maori learning does not have to be all about learning 'sentence structures' but learning through listening and using Te Reo Maori.

For more easy Te Reo Maori phrases to try, check out our daily notices at [www.worserbay.school.nz](http://www.worserbay.school.nz).

The following websites are also useful:

<http://www.korero.maori.nz/forlearners>

<http://animations.tewhanake.maori.nz/modules.cfm?m=1.1>

### **Assessment**

We are assessing Numeracy Strategy and Knowledge in the first two weeks.

We will be assessing your child's progress in reading using the Running Record Assessment. This assessment will tell us what progress your child has made with reading and comprehension. Year 3 students will be completing the Supplementary Test of Achievement in Reading or STAR. This will give us additional information about vocabulary and comprehension. Year 4 students will be sitting a similar assessment called asTTle Reading.

A writing sample will be collected as well as other samples of work. The students will be selecting these to show the extent of progress towards achieving their learning goals.

The data collected this term is compared with assessment information collected and collated in Term 1. It will also give us valuable information that informs our planning and to pass on to your child's teachers for next year.

Parents will be notified if their child is achieving below their chronological age in reading or below expected in maths. If we have concerns about your child's achievement we will contact you before Friday 6 November to discuss the concerns and develop a plan together to support your child at school and at home.

<http://www.nzmaths.co.nz/families/index.aspx>

<http://www.teamup.co.nz/AllAges/FunActivities.aspx>

[http://www.tki.org.nz/r/wick\\_ed/index.php](http://www.tki.org.nz/r/wick_ed/index.php)

### **Message to all Parents**

Thank you to the parents who have helped put away readers over the past term. Unfortunately, this job is a continuing one, so if you are able to help, please see us at any stage.

We look forward to seeing you at the Parent Information Evening.

*Suzanne, Hamish and Marylyn*