



Worser Bay School

MĀHUTONGA

Parent Information

Term 3, 2009

It's Term 3, 2009!

A school year can be viewed as slightly odd as it tends to be broken into chunks of stopping and starting, with things called holidays in between! Of course we need the holidays to refresh and recharge, but at Worser Bay we view learning as ongoing. Each term we build on the learning from the term before, rather than leaving it all behind and moving randomly onto something else!

This year, our planning decisions right across the school aim to optimise learning opportunities for our students by supporting them to make connections with their prior learning and be motivated and engaged by seeing the relevance of what they are doing.

So what's in store?

Key Competencies and Enterprising Attributes

This term the primary focus is on 'Thinking' and 'Relating to Others'. However, all five key competencies along with the Enterprising Attributes work together to shape our interactions and the way we learn.

When students use creative ideas and processes they will be looking ahead to identify, solve and avoid problems. When working with others or in a team they may find they have to negotiate or influence others before reaching an agreement. Through different learning activities students will realise that every decision they make will have an impact – so it is best to consider the needs of others and encourage and listen to all viewpoints.



For more information on the key competencies, visit:

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

And for information on the enterprising attributes, visit:

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

Topic

Social Studies, Health and PE, and ICT will be the focus curriculum areas this term. Our big question is "How do we connect?". We will be exploring the connections that people have and the different roles and responsibilities that we have within these groups.

Students and teachers will be working out: *What makes an effective cooperative group?*. During the course of the term, we'll be asking ourselves questions such as:

- What are my roles and my responsibilities in different groups?
- How do I interact in different groups?
- How do I connect with others?
- How do I relate to others in class and in the playground?

We will be using the context of film making to investigate what makes an effective cooperative group. Students will develop their social skills and learn what they need to do in order to have an effective team. Students will also explore different information technologies as they create their film.

In the afternoons, Years 4, 5 and 6 will be combining to work together as one group. They will be involved in a variety of cooperative activities and learn about different film genre and filming techniques. In smaller groups of five, they will develop a script and storyboard of a well-known fairy tale, which will be made into a short film. This will allow them to practise and develop those important social skills.

English

Our literacy programme will be integrated with our topic exploration. Students will be learning about storyboarding and the features of narrative writing to help them create their film storyboard. They will be exploring the fairy tale genre and apply this knowledge to create original film versions of a well-known tale.

We will also be increasing the amount of Te Reo Maori in our classrooms.

Reading

This term we will be exploring the reading strategy of making connections, inferring and identifying the author's message and intent in our guided reading sessions. Students will read a range of fairy tales and identify the character stereotypes and main ideas. They will develop their ability to read between the lines and look for author bias. Students will listen to and read a range of plays in order to help them with their own script-writing. As well as this we will be developing literacy circles in which students can discuss and explore different books and authors.

Writing

This term we will be focused on narrative and transactional writing. Teacher professional development in writing with Murray Gadd includes transactional writing this term. Transactional writing is writing to get things done, to inform or persuade a particular audience to understand or do something. A student writing sample for recount will be collected early in the term to assess progress with writing goals.

We want students to develop an understanding of how to shape their writing for different purposes and audiences. As with reading, students will be in different guided writing groups according to their learning needs.

The newly installed screens and data projectors in each class will enable us to view the New Zealand Curriculum Exemplars for moving images, along with plenty of other examples of good writing and reading. Students and teachers will be discussing what the work shows and deciding how we can use the information from each clip when producing our own films. The screens will also allow us explore different film genres, film techniques, stereotyping of characters, and enterprising attributes. We will be able to view our student's writing and photos and discuss these as a class.

Spelling

We are using the Joy Alcock spelling programme in our class. You can find out more at <http://www.spelling.co.nz/>. Students are in different groups, based on their spelling needs. They will either be learning words from the Essential Spelling List, from their own writing or from list words developed in their spelling groups. We will be focused on developing student's vocabulary and knowledge of specific spelling patterns this term through specific daily word work.

Mathematics

We will continue to work on multiplication and division strategies before moving onto proportions and ratio. From the SLCs, you will be aware of the stage that your child is at in numeracy. If you would like information on how to help your child develop the knowledge and strategies for their stage, please visit <http://www.nzmaths.co.nz/families/index.aspx>. At SLCs this term, students will be sharing their knowledge and progress they have made on their strategy understanding.

Basic fact, place value and number knowledge will continue to be a focus through weekly basic facts testing.

Homework

Homework is given out on a Monday and handed in on a Friday. Students have two weeks to complete their homework. Please remember the emphasis is on self-management and sharing learning and progress with family. We do not wish students (or parents) to get overly concerned about homework.

Health & PE

In Health, 'Circle Time' provides a useful forum for the class to share ideas and feelings that may arise from working together cooperatively. Discussions will help each child build on having a positive attitude and showing responsible behaviour towards others. We will be focused on the 'Relationships with Other People' strand of the Health Curriculum this term.

'Learning in this strand focuses on students and their relationships with other people. Students examine effective relationships in classrooms, schools, whanau, and the wider community. They consider how they influence the well-being of other people and how the attitudes, values, actions, and needs of other people influence them. Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts of stereotyping and of discrimination against individuals.'

Health and Physical Education in the New Zealand Curriculum published by Learning Media, 1999.

Remember, too, that you will have an opportunity to provide input into the priorities for the school's Health Programme at the Parent Evening on Thursday 23rd July.

We will be looking at fair play and continue to develop and practise the key skills of running, throwing and catching through a games approach to PE. Each Friday afternoon students will team up with Autahi students and, weather permitting, venture out the school grounds to develop these important skills at the beach or the park.

Eastern Zones

Eastern Zones Soccer is in Week 3 on Wednesday 5 August (postponement Wed 12 August) and Eastern Zones Cross Hockey on Wednesday 26 August (postponement Wed 2 September).

Music

Nicole will be working with students on a Friday, withdrawing small groups and introducing them to various instruments. The students are really enjoying exploring music with Nicole and are working on playing a joint piece of music. This links in with our focus on cooperative learning.

Assessment

We look forward to meeting with you in Week 5. This is an empowering time for your child as he or she has an opportunity to reflect on recent learning and with teacher support evaluate how well they have met learning goals. Your expectations and aspirations for their achievement will help them feel well supported to commit to their next learning steps. Please talk with your child about their specific learning intentions or 'WALTs'. These key words will become a cue to think about the what and why of the learning task, and prompt them to share and celebrate when they have achieved the success criteria or specific goal.

The students have been developing a digital portfolio, which includes samples of published and draft works, photos and reflections. We are continuing to look at different ways for students to self and peer assess their learning. Over this term, students will continue to gather evidence of their progress towards their learning goals.

How can you help?

The focus on effective team work and resilience is a feature of many workplaces... Do you have time to talk to students about what it looks like at your work? Perhaps you work within a team to create digital media? The students would enjoy finding out about the process behind these real life examples.

If you have time to spare, talk with us about helping out. We would love to have you come along and share your knowledge or just come along and help.

Thanks

Kath and Matt

