



# Worser Bay School

## MĀHUTONGA

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!

### Māhutonga

We welcome you back for the final term of this busy year. It was fantastic to share our learning and make some specific goals at the last Student-led Conferences. These will be front of mind this term and we encourage you to discuss these with your child regularly at home.



### Key Competencies

This year, we have had a specific focus on a different key competency each term as we learn more about them and develop the vocabulary associated with them. It is however vitally important that we recognise that these competencies do not work in isolation. As you relate to others in a group you are managing yourself and your behaviour. As you are generating creative ideas in a group (thinking) you are also listening and taking turns (relating to others).

Through our Term Three 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 competency focus. Students will be building on the skills of compromising, negotiating and working as a team that they started to learn about in Term 3. '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**

Our learning activities for topic this term are designed to develop and strengthen students' deeper understanding of 'Community'. We will be doing this through the context of the medieval castle and the different roles and responsibilities that people had at this time. At the end of last term, students expressed an interest in the type of people they wanted to know more about, including knights, craftsmen, entertainers and healing/teaching. They will be how these roles fitted into castle life for the first half of the term.

The second half of the term will allow students to compare and contrast castle community life with 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.

Yet another perspective of how we perceive communities will occur when we visit 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.

At the beginning of the term, a writing sample will be collected from each student. This will allow us to review progress and set writing goals for the term. The focus will be revising recount writing before moving onto exploring myths and legends.

Our focus in reading is on making connections and finding the main idea. As we read a variety of different myths and legends, we will also be comparing and contrasting ideas and developing inference skills. Jenny McDougall will be leading small book discussions on one of the 3 books students have selected to read - by Christopher Paoulin, Vince Ford or Kate de Goldi. We are hoping to create a real buzz about these stories and the authors in our classroom.

### **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.

Our numeracy focus will be on proportion and ration strategy and knowledge. Other strands we will be covering this term will be measurement and 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**

Swimming begins on the first Thursday back and Tennis is also scheduled in for 5 weeks of the term. As well as this, Circle Time will continue to be a focus this term.

The students will continue to take advantage of our summer Friday afternoons by visiting Miramar Park or Worser Bay Beach 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.

### **Music**

Our students will be continuing to work with Nicole and 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.

### **Maori**

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).

### **Assessment**

As part of monitoring students' progress, we will be carrying out formal assessments in literacy and mathematics at the beginning of this term.

We are assessing Numeracy Strategy and Knowledge in the first 2 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. Students will also be sitting an asTTle Reading test, which will give us additional information about vocabulary and comprehension. 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 as well as information to pass on to your child's teachers for next year.

As always, these assessments help to create a picture of where each student is at. However, as they are only one test on one day, we use this data with other information (observations, discussions and different tests) to gain a clear picture of where a student is achieving.

If your child is achieving below expectation, you will be contacted by their home teacher by Friday 7<sup>th</sup> November. Also, please remember to make an appointment with us at any time to discuss any concerns you may have about your child's learning and progress. Please don't wait until the end of the year. Together we can make a difference.

We value your support and involvement in and around the classroom. If you have any ideas or ways that you can help this term, please don't hesitate to contact us. We look forward to a happy, exciting term.

*Kath and Matt*

