



# Worser Bay School

## TAUTORU

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?

### TAUTORU

The Tautoru teaching team welcome you back for Term 3 - we hope you've enjoyed a restful holiday. We've enjoyed our break and are really looking forward to exploring a brand new big question...  
**"How do we connect?"**

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?



Social Studies, Health, and Information and Communication Technology (ICT) will be the main learning areas for focus in our topic. In ICT students will work together to explore visual language and create a short film. The students will be building on prior knowledge and skills developed during Terms 1 and 2 about how ideas connect, revisiting thinking and creating skills and how to process and organise information.

Student Led Conferences (SLCs) in Week 5 will give students the opportunity to lead the discussion about their individual learning goals. Progress with these will be reviewed and, if appropriate, new learning steps decided upon.

### **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 and Research**

Year 1-3 teachers have designed a series of activities that will guide the students to see the implications of what it means to be part of a cooperative group during Weeks 1-3. Students will explore group roles and responsibilities, relationships with others, participation and contribution, stereotype, bias and tolerance. They will also learn about storyboarding and try out simple camera angles and movie editing skills. The latter part of the term will see students cross-grouped in year levels pooling together their knowledge and combining newly acquired film-making skills to produce the ending of a well-known fairy tale.

*Watch this space for another stunning end of term celebration at our place!*

### **English:**

#### **Reading and Writing**

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 shows what knowledge and skills their students need in order to engage with text and meet the reading and writing demands of the New Zealand Curriculum.

Our focus for topic is being integrated with English. By using well-known fairy tales as a springboard, students will create new pieces of writing using storyboards. The importance of sequence and detail will be emphasised through guided, shared and independent reading. The writing will have 'connections' to oral and visual language.

Learning intentions in reading will continue to concentrate on relationships between sounds and letters, decoding unknown words and developing reading fluency. Capable readers will work on strengthening comprehension skills and reviewing individual reading goals in preparation for talking about these at their SLC.

The newly installed screens and data projectors in each class will allow teachers to magnify the view of the New Zealand Curriculum Exemplars for moving images for students and discuss with them what the work shows, deciding how we can use the information from each clip when producing our own movies. Access to the big screen in class will also give us plenty of opportunities to introduce different multimedia resources, such as digital learning objects, online presentations, skypeing and the weekly school newsletter to name a few.

Teacher professional development in writing with Murray Gadd includes transactional writing this term. This genre type involves students writing instructions and explanations, stating facts and opinions and recounting events in a range of authentic contexts. At level 1, this means teachers will be introducing the importance of using key content words. A student writing sample for recount will be collected early in the term to assess progress with writing goals.

### **Spelling**

The weekly spelling routine is taking shape and students are remembering to learn their words and bring their notebooks to school. Rachel and Fleur will continue with teaching more formal spelling lessons through a range of activities. You can find out more about the programme we are following at: <http://www.spelling.co.nz/>.



### **Maths and Statistics**

Maths comprises 80% number through the Numeracy Project. This term, statistics will be taught in the remaining 20% of time allocated to maths. Your child will find out more about their knowledge and strategy stage in addition and subtraction as they prepare to talk with you at their SLC. New learning will include strategies for solving multiplication and division problems and proportion and ratio. A good place to start finding out more about the numeracy approach is: <http://www.nzmaths.co.nz/node/453>.

### **PE and Health**

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 focussed on two strands of the Health Curriculum this Term - *Relationships with Other People* and *Movement Concepts and Motor Skills*. Learning objectives include identifying and demonstrating ways of maintaining and enhancing relationships between individuals and within groups and the practice of movement skills to experience the pleasure of physical activity and understand how they move about and care for themselves, manage competition, and make informed choices about play, recreation and work.

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 23 July.

### **Music**

Fridays is music fun day with Nicole. If you've recently wandered through the school on a Friday, you will have heard strains of music coming from the Matariki teaching space as Māhutonga students practise at lunchtime. Nicole is joining in with the connections theme, too! She is introducing several different instruments to Tautoru students and challenging them to communicate via their music making! You'll also be hearing some new songs Nicole is teaching us in the coming weeks.

### **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.

In Term 3, teachers will take running records to help identify any students who are achieving below their chronological age in reading. Running Records will also be taken for students who are receiving Reading Recovery or who are part of the Parent Tutor Reading Programme. If we have concerns about your child's achievement in reading we will contact you to discuss the concerns and develop a plan together to support your child at school and at home. A writing sample will be collected for the learning portfolios as well as other samples or forms of student selected assessment that show the extent of progress towards achieving learning goals.

### **Homework**

Home learning provides an opportunity to consolidate and enrich classroom related learning. Ten minutes homework is sufficient for the junior school. Check out these websites for ideas on how to make learning a rewarding and enjoyable task:

<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**

It's what teachers do moment by moment that has a big impact on student learning and achievement, but even more is possible with a strong home-school partnership. We value parent help and support in the classroom because we recognise the importance of your understanding of what happens at school so that it can be followed up at home.

We're always on the look out for how to forge stronger links with our community. The focus on effective team work and resilience is a feature of many workplaces...do you have time to talk to Tauru 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.

Thanks in advance.

*Maria, Fleur and Rachel*