Ngā Hau e Whā
(The Four Winds)
Term 1, 2019

Welcome everyone to our learning team

From Left to Right
Sarah
Rob
Megan
Rowan

We are fortunate to have Rob join us this year (from Yr 5-6) and a warm welcome back to Rowan who has returned from maternity leave.
Our three learning areas are named after the four seasons:
Raumati = Summer (Megan Hinge—Team Leader)
Ngahuru = Autumn (Rob Dowall)
Takurua = Winter (Sarah Shore): Mon—Wed, (Rowan Youngblood Thurs—Friday)
Kauwhanga = our shared space (next to Takurua)

How We Communicate With Parents

Team Newsletter—This newsletter is emailed at the beginning of each term.
Upcoming Team Trips and Events—Notification of these events will be via the School Newsletter. We endeavor to give as much notice as possible for these events.
Meeting with Teachers—We love to build relationships with whanau. However, before school teachers are busy preparing for the day ahead, so if you need more than a few minutes of our time, you will need to make an appointment. If at any time you have any concerns, questions, information and/or positive feedback to share, please contact your home class teacher as your first port of call.
Note that we are not available at the following times:
Mondays 3.10—4.30pm
Most Wednesdays and Thursdays 3.10—5.00pm
Fridays 8.10—8.30am

Emails are generally checked between 3.30—5.00pm. Due to the nature of our profession we are often unable to respond to emails within the same day. We endeavor to respond as soon as possible.
Please ensure that your child knows their after school care arrangements before they arrive at school as teachers are will not check emails regarding updates during the day.
megan.hinge@hataitai.school.nz rob.dowall@hataitai.school.nz sarah.shore@hataitai.school.nz rowan.youngblood@hataitai.school.nz

Sun Hats and Appropriate Clothing
In Terms 1 and 4 it is compulsory for students to wear their sunhats at school. If students forget their hat they must only play under either of the two shade cloth areas.

Birthday Celebrations
If you wish to celebrate your child’s birthday with their class we would like suggest alternatives to providing lollies or other sugary foods. Here are some alternative ways we can celebrate:
• Sharing photos from their life
• Playing a game with the class
• Birthday child could create a piece of artwork for the class.
• Singing a song or having a mini birthday dance party. The possibilities are endless!
How We Structure Our Learning in Year 3-4

**Literacy and Numeracy:** All students are carefully placed into home classes based on a variety of academic, social and emotional needs. Their home class is where they will predominantly learn to develop their reading, spelling, writing, numeracy, visual art and oral language skills.

**Other curriculum areas:** For other curriculum areas e.g. Physical education, Performing Arts, Science and Technology (to name but a few) students will have opportunities to work with different students and teachers across the team. Sometimes we will also group students in their year and/or gender group. While this may sound confusing for parents, students grasp the idea quickly, and we find that they thrive because of the diverse learning opportunities we provide for them.

**First Attempt In Learning (F.A.I.L)** You might hear your child talking about failing at school. We fully embrace making mistakes, talking about and learning from them, and trying again. We hope you do too!

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Year 3-4 Home Learning Guidance and Expectations

There are many bodies of research that have found that traditional homework methods of endless written exercises provide little brain and academic development. "Homework does not improve children’s work habits. It does not reinforce skills, and "isn't even correlated with, much less responsible for, higher achievement before high school." ... And study after study shows that homework is not much more beneficial in middle school either." A. Kohn, Sep 14, 2009

Children learn best when they have fun, enjoy what they are doing, experience success and feel motivated. Our home learning suggestions to parents and care givers aim to support this research.

**LITERACY—Term 1**

**Reading:** We encourage parents to read to and with their children daily. Listening to stories is excellent for oral language and literacy development. It can also be a successful strategy for developing parent and child relationships. Before bed can be a great time for this.

As students learn how to read they need opportunities to practice. Books that come home may be at an easier level than class texts. This is to help develop fluency and confidence with reading.

If your child is reading books that have the following coloured dot in the top right hand corner:

**Small blue, green or orange** they will be given a book to read most nights at home with an adult and to return to school the next day (they may have read this with the teacher or it might be an easier book from their box).

**Turquoise, purple, gold or silver:** they will be given one or two books each week to read and discuss at home with an adult.

**Silver, large green, large red or large blue** Students will select their own books (chapter books, novels and non fiction) to read daily for pleasure. At times books may be sent home by their teacher. Students at this level are in transition from ‘learning’ to read to ‘reading to learn’.

**Spelling:** In Term 1 we will complete multiple spelling assessments and set up in class programmes to develop students’ spelling knowledge. Your child’s teacher will send words home to practice.

**NUMERACY**

**Basic Facts—Maths Ladders**

We encourage students to practise their missing rungs on their basic facts Maths Ladders. Maths Ladder assessments will take place in Terms 1 and 3.

**Computer/online user names and passwords.**

This information will be shared with individual students only. Please support your child to not share this information with their friends.

**Chromebooks:** Each student has their own Google Drive account which can be accessed from anywhere. We do not allow the email function in Yr 3-4 as we believe the students are not yet mature enough to have this responsibility.

**StudyLadder:** Each child will be issued with a study ladder user name and password. The StudyLadder website is used daily as part of our literacy and numeracy programmes. Please see attached notice for more information.

**Storybird:** Some classes will be using this online platform to support writing development.

If you would like to learn more about how to support your child at home with their learning please ask us.

**Creativity, Life Skills and Everything Else!**

Spending time with your children to prepare food together, fix the car, mow the lawn, use the washing machine, listen to music, go on a bush walk, learn how to knit or code, use public transport, or visit the zoo are just a few examples of the incredibly rich activities that can best aid their development.
Sports equipment and Food

Sports equipment: Some lunchtimes students are able to issue sports equipment from the P.E. shed. They are responsible for any equipment borrowed and must return it at the end of lunchtime. We encourage students to bring their own named sports equipment to use and share with their peers during morning tea and lunch breaks.

Food: We strongly encourage students and parents to bring food to school in named, reusable packaging, e.g. lunchboxes with compartments, containers and thermoses. Every child must have a named water bottle.

Oral Language Development

Each term your child will have a short presentation to prepare and present to the class orally.

Term 1 - All About Me. Students have been rostered on over the next few weeks. Teachers will send home information about how to prepare for this.

Term 1, 2019 Timetable

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<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>Roll, Home class Morning Meeting</td>
<td>Waiaata</td>
<td>Te Reo</td>
<td>Waiaata</td>
<td>Whole Team Fitness</td>
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<td>Whole Team Fitness/Brain Break Spelling Library: Sarah</td>
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<td>Chromebooks Writing</td>
<td>Chromebooks Rob Writing</td>
<td>Chromebooks: Sarah Library: Rob Writing</td>
<td>Chromebooks: Rowan Library: Willing</td>
<td>Chromebooks: Megan Writing</td>
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<td>Numeracy</td>
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<td>Team lunch duty</td>
<td>Megan Lunch Duty</td>
<td>Sarah Lunch Duty</td>
<td>Rowan Lunch Duty</td>
<td>Rob lunch Duty</td>
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<tr>
<td>Roll</td>
<td>Whole school Assembly</td>
<td>Mindful Time, Roll, Novel Oral Language (all about me presentations)</td>
<td>Mindful Time, Roll, Novel Oral Language (all about me presentations)</td>
<td>Mindful Time Roll</td>
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<td>Play based learning/Fine motor skills P.E.Rotation (3 x 3 sessions) Start with home class Throwing and catching - Megan Linking with handles - Sarah Linking with implement - Rob</td>
<td>Inquiring</td>
<td>Mindful Time Visual Art</td>
<td>Mindful Time Roll</td>
<td>Buddy Reading with AH</td>
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<td>Pack up, Novel</td>
<td>Pack up, Big Book/shared reading/ Picture Book</td>
<td>Pack up, Big Book/shared reading/ Picture Book</td>
<td>Pack up, Novel</td>
<td>Pack up</td>
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<td>3.00</td>
<td>Staff Meeting</td>
<td>Megan, Sarah, Sean = Mindab</td>
<td>Team Meeting</td>
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Seeking Support

Please let your child’s teacher know if there are areas that you would be interested in assisting the class or team with. Below are some examples

Reading Writing School Trips Numeracy (Maths) Sport Dance
Visual Art Computing Singing Music Te Reo Food Heal
Drama Parent led elective groups
Non child-contact support e.g. Putting books away, making resources, putting up displays.

- Help with Cross Country training Fridays 9.00—9.15am
- Help with the Capital E Arts Festival trip on Tuesday 19th March.