



**Middle Syndicate Newsletter, Term 2 2021**

***Our Vision: We are a community who learn and grow together.***

***Our Values: Be Responsible, Show Respect, Have Resilience.***

Dear Parents/Caregivers and Whānau

We hope you and your children had a relaxing break and are now ready for another term's work. In Room 14, we welcome Cait Speak, (Miss S) a teacher trainee from Victoria University, who will be with us for 6 weeks.

Within the Middle Syndicate, we aim to personalise the individual learning needs of each child within the classroom. We still, however, work as a whole syndicate fostering unity. This is by working collaboratively on many learning activities together. Please come and talk to your classroom teacher if you have any questions.

Here is a brief outline of this term so that you can continue to help and support your child at home.

**Our School Values:**

***Be Responsible/Kia Takohanga:***

- Engaged - Right thing, Right time, Right place.
- Independent - on my own.
- Considerate - your actions affect others.
- Think about others.

***Show Respect/Kia Manawaroa:***

- Respect yourself.
- Respect others.
- Respect the environment.

***Have Resilience/Kia Ngana:***

- Courage - be brave.
- Perseverance - keep going.
- Self belief - I can do it.
- Taking risks - being prepared to learn and give new things ago.

**Active Learner Traits/Key Competencies:**

*We will explicitly teach skills relating to our school values throughout the term and we will be aiming to explicitly teach and link these to our Active Learner Traits/Key Competencies: Learning Maps will also be used throughout the term to allow our students opportunities to grow as active learners.*

- **Managing self - Managing me**
- Encouraging students to develop a greater degree of independence. This involves them taking greater responsibility for their routines, behaviour, belongings, and ultimately their learning.
- **Relating to others - Connecting me**
- Encouraging students to be caring and relate well to others. This involves them being considerate and cooperative with one another.
- **Thinking - Thinking me**
- Encouraging students to develop the ability to think in new ways to expand their thinking. This includes getting them to be creative thinkers, critical thinkers and be able to know how and when to use thinking tools.
- **Participating and Contributing - Collaborating me**
- Encouraging students to participate in some of the many extra activities offered at school.
- **Using Language, symbols and text- Communicating me**
- Encouraging students to be able to use a range of tools to assist them with their learning. This includes being able to talk and listen to others, make meaning from different texts and use technology effectively.

**Classroom Programmes**

**Inquiry**

Through the inquiry process we will be encouraging the students to think, ask questions, make connections and draw conclusions around their chosen topic focus.

This term our focus is a school wide approach titled '**Pause, Breathe, Smile**'. Through this programme, the students will explore and develop their understanding of positive health mind skills that will help support them to be confident and connected, actively involved, life long learners.

**Pause, Breathe, Smile** helps students to show a range of benefits including;

- Improvement in focus and attention
- Increases calm and student wellbeing
- Development of positive relationships with others
- Enhances self-awareness
- Improves conflict resolution skills

Thinking Skill Focus: Critical (Explaining, justifying, describing etc)

We will also have a **science focus** where the students will have the opportunity to explore, develop and investigate different aspects related to the **physical world and/or material world**.

**In the physical world**, this includes:

- Exploring everyday examples of movement, forces, light, heat etc.

**In the material world**, this includes:

- Observing, describing, and comparing properties of materials and changes that occur when they are mixed, heated or cooled.

Inquiry Skill Focus: Questioning, finding and sorting information.

### Literacy Phonological Awareness

We believe that children learn to read and write by Reading and Writing.

**In reading**, the students need to see the purpose of why they are reading, and who and what they are writing for. They will be moving from 'learning to read' to 'reading to learn'. This includes continuing to focus on developing the children's understanding of texts (fiction and nonfiction) through a range of approaches including the following:

- Questioning - building comprehension skills and understanding as they read.
- Predicting
- Finding and summarising information
- Inferring
- Making connections
- Identifying main ideas in the text
- Evaluating.

**In Phonological Awareness** the students are learning the skills of hearing and manipulating sounds. E.g. Identifying rhyming words, identifying sounds they hear in a word and isolating sounds.

**In writing**, the students will continue to explore deeper features, such as adding detail, choosing precise words, planning and organising their ideas, and revising and editing. Part of their writing programme will include spelling, punctuation, and grammar.

With our continued focus being personalised learning, the students will be exploring a range of ideas related to the following:

- What is the main purpose of our writing? Why do we write? What are we trying to achieve when we write? Who are we writing for? What does this mean for our writing?
- Goal setting, giving the students choice and voice, identifying the skills of writing they want to improve on and the types of writing they can do to help them achieve these goals.
- Identifying strengths and weaknesses as writers, reflecting on what we can do to improve ourselves as writers.
- Looking at what our next steps in writing are.

Some of the specific skills that will continue to be taught are:

- Planning and organising their ideas before they start writing.
- Structuring their writing appropriately, knowing what the purpose for writing is.
- Developing and elaborating on their ideas.
- Continuing to develop sentence structure, such as writing short and long sentences as well as using a variety of sentence openers.
- Developing and using paragraphs to group their ideas.
- Editing and revising their writing to ensure it is accurate.
- Adding descriptive detail to enhance their ideas
- Read and use words from the Essential spelling lists 1-7.

### **Library Times**

#### **Days and Times the Middle Syndicate classes go to the Library**

Room 8: Thursday 9:30-10:00 am

Room 9: Monday 9.30-10.00am

Room 10: Thursday 12:00-12:30 pm

Room 11: Wednesday 10:00-10:30 am

Room 12: Tuesday 11:00-11:30 am

Room 13: Monday 11.00-11.30am

Room 14: Thursday 10:00-10:30 am

### Mathematics

In mathematics, we try to teach strategies through real-world problems. This term, we will focusing on the following areas:

- Multiplication/Division - weeks 1-10
- Measurement - Time weeks 3-4
- Measurement - Area/volume/perimeter weeks 5-7
- Fractions, proportions and ratios weeks 8-10

As students look at problems we aim to:

- Reinforce and develop their understanding of number sense (place value, basic facts and groups)
- Look for opportunities to link the strands to number and algebra.

### Home Learning

We appreciate that home learning is personal for each child and the needs of their family.

Our main priority of our school is to encourage the **life-long love of reading**. We encourage you to discuss with your child the book they are reading.

For students who wish to inquire in other areas of their learning – there is an on-going **PRIDE challenge** for them to think about.

The **PRIDE Challenge** promotes the idea that learning is not an individual task, but involves doing things with others, including with the learner's family. It allows the child and their family to "think smarter" about their home learning and involves the child in tasks both at school and in the wider community. This reflects the idea of key competencies involving learning anytime, anywhere, with anyone.

For more ideas/information on the **PRIDE Challenge** – please see your child's classroom teacher.

### Health and Physical Education

**Weeks 1-3:** Cross Country training: ( Monday, Wednesday and Friday) with our Middle School Cross Country event in week 3.

**The Middle School Cross Country Event will be held: Tuesday May 18th starting at 11am. Parents are welcome to attend.**

**Week 5- 6:** Swimming. (More information detailing the times that classes are swimming has been emailed through sign me)

**Weeks: 7 - 10** - Large Ball Skills - Catching, throwing, Passing, Kicking

To get the most out of all of these activities, it is really important that the children come prepared with appropriate clothes/footwear.

**Please make sure that all footwear and clothes are clearly named.** As the winter weather approaches, we encourage children to have a change of clothes in their bag.

### Syndicate/Celebration Assembly

Syndicate/Celebration Assemblies are an opportunity to celebrate the achievements/events of the Middle School and the students. **These assemblies are held at 11.45am.** The following are the dates for the term:

- Monday 24 May
- Monday 21 June

### Classrooms

In the Middle Syndicate the students are allowed to **enter the classrooms at 8.30am.**

### Correspondence

In the Middle Syndicate, the students are encouraged to manage themselves and their learning. All of our newsletters, notices and general communication are distributed directly to you through **Signmee**. If you are not receiving school notices please ensure the office has your up to date email address.

To inform our parents of their child's learning across the curriculum, we use the student journal tool Seesaw. Your child throughout the year will upload different pieces of their learning for you to view and comment on.

### Clothing

**Please ensure that all clothing is clearly named** as often there is a large amount of unclaimed items in cloak rooms and lost property. When outside students are required to have shoes on at all times.

### Participating and Contributing – COMMITMENT

If your child chooses an activity to participate in, then we expect a **commitment** from them for the rest of that term.

If you have any questions, please do not hesitate to ask your child's classroom teacher.

Regards

**Sam McGavin, Paul Wehipeihana, Jessie Austin, Dave Haste, Kate Winiana, Julie-Ann Kamal and Omri Elyashiv**