



# Year 1- 3 Hub Newsletter

## Term 4 2024

Dear Parents/Caregivers and Whānau

Welcome back to Term 4. We hope you have all had a relaxing holiday. We would like to take this opportunity to welcome back Whaea Emma, families/whānau and their child/ren to the Junior Hub.

Whaea Emma will be teaching in Room 16: Monday - Wednesday and Karen McMillan Thursday - Friday.

### Year 1 Classes

Room 16 Emma Wright / Karen McMillan

Room 17 Julie Hanify

Room 20 Nina Koch

Room 21 Carolyn Robb (Team Leader)

Room 22 Courteney Johnston

Room 23 Stacey May

Room 24 Toni Meadows

### Years 2&3 Classes

Room 11 Paul Wehipeihana (Team Leader)

Room 12 Molly Schuler

Room 13 Sarah O'Dowda-Vriens

Room 14 Julie-Ann Kamal

Room 18 Georgia Chapple

Room 19 Anna Brownlie

**Classroom Release Teachers:** Louise Macleod, Anna Thompson and Susannah Black.

*Please note for this term:*

- *Room 14 is now located in Room 1 and Room 13 is located in Room 17. This is due to both these buildings being refurbished for the start of 2025*
- *Room 17 has moved into Room 15.*

Link to all Waterloo Staff contact details <https://www.waterloo.school.nz/our-team-1>

### School Timings

**Monday - Thursday**

**Friday**

<b>8.55am - 10.00am</b>	<b>First Morning session</b>	<b>8.55am - 10.00am</b>	<b>First Morning session</b>
10.00am - 10.10am	Fruit break	10.00am - 10.10am	Fruit break
<b>10.10am - 11.00am</b>	<b>Second Morning session</b>	<b>10.10am - 11.00am</b>	<b>Second Morning session</b>
11.00am - 11.30am	Morning Tea	11.00am - 11.30am	Morning Tea
<b>11.30am - 1.00pm</b>	<b>Middle session</b>	<b>11.30am - 12.30pm</b>	<b>Middle session</b>
1:00pm - 2:00pm	Lunch break	12:30pm - 1:30pm	Lunch break
<b>2:00pm - 3:00pm</b>	<b>Afternoon session</b>	<b>1:30pm - 3:00pm</b>	<b>Afternoon session</b>

### **Classrooms will be open at 8.30am.**

Please arrive between 8.30am and 8.50am to allow enough time for your child to settle and be ready for their day. If your child arrives after the bell, please send them to sign in at the office and collect a late card before going to their classroom. Please be mindful if the class is doing karakia, it is respectful to wait outside and enter once karakia is finished. If your child is unwell, please keep them home. Phone, email or use the @school app to inform the office of the absence and the reason.

### **Fruit break**

Please send a piece of fruit or vegetable in a separate container for our fruit break at 10am. This way we can ensure our students can manage what they eat for fruit break, morning tea and lunch.

### **Belongings**

Please make sure all clothing and other personal property such as lunchboxes and drink bottles are **clearly named**. Please bring spare clothing in a named bag so students can manage themselves and change when necessary. Encourage your child to wear sensible footwear to enable them to participate fully in our fitness and PE programmes.

*Please ensure all toys are left at home, we have plenty of equipment at school to play with.*



### **Sunhats**

As it is Term 4 all students must have a named bucket or legionnaire style hat to wear when they are outside. Waterloo School hats can be ordered here <https://www.waterloo.school.nz/school-clothing>. You may also wish for your child to bring sunscreen to school so that they are able to apply themselves, we recommend roll on sunscreen as this is easiest for the students to apply themselves.

As you will be aware, there is a change to the way that any unclaimed lost property is donated to a charity. **This will now be mid-term (end of week 5) and at the end of the term (week 10)**. This is to make it more manageable for us as a school. Any lost property that is clearly named, will still be returned to the students.


### **Whānau Communication**

Waterloo School's main form of communication is through the **@school eTAP App**. It gives you the ability to submit an absence, receive notices and newsletters, complete permission forms, book parent interviews and more. **Please make sure your notifications are turned on to receive all communication from the school.** Please speak to someone in the office if you are unsure about how to set this up.

### **Seesaw**



**Seesaw family** is a fantastic way for your child and teachers to share your child's learning at school. If you are not yet signed up, your child's classroom teacher will be able to provide you with the login details. Each Seesaw family account can have up to 10 users, so feel free to share with your wider whānau.

Term 4 at a Glance	
<p><b>Maths - Strategy &amp; Strand</b></p>	<p><b>Year 1</b></p> <p><b>Strategy focus:</b> Number Knowledge, Problem Solving, Fractions: halves and quarters of shapes and groups of objects (equal sharing).  <b>Strand focus:</b> Measurement - Capacity, Time: ordering events during the day, o'clock and half past. Time language - second, minute, hour, day, week, month, year.</p> <p><b>Years 2-3</b></p> <p><b>Strategy focus:</b> Number Knowledge focusing on addition/subtraction/multiplication  <b>Strand focus:</b> Measurement: length, area, volume, time, temperature and mapping</p>
<p><b>Inquiry</b></p>	<p>As our school is a taonga and we continue to unpack the learning around the concept 'Taonga', the students will build on the knowledge they have gained. This is through the following approaches:</p> <ul style="list-style-type: none"> <li>• Discussing the significance of the story: <b>Taking Flight - The Story of Waterloo School</b> and how it is a <b>taonga</b> to our kura</li> <li>• Asking questions about Aotearoa histories related to different stories, e.g. Te Ika a Māui, He Maunga Tapu and how they are a <b>taonga</b> to knowing and understanding our local area</li> <li>• Creating visual art works for our kura: a <b>taonga</b> to be viewed by all</li> <li>• Understand we are kaitiaki (guardians) of our kura which is a <b>taonga</b> that we are all responsible for</li> <li>• Identifying the native birds to New Zealand and how they are a <b>taonga</b> to Aotearoa</li> </ul>
<p><b>Fitness</b></p> <p><b>PE</b></p>	<p>Jump Jam, running and cooperative games.  <b>Rooms 20-24</b> - Swimming weeks 3 and 4</p> <p><b>Years 1 - 3:</b> Small ball skills, and skills that support tabloid sports, e.g. running, catching, throwing, balancing, striking</p>
<p><b>Health</b></p>	<p><b>Navigating the Journey:</b></p> <p><b>Year 1:</b> Theme 4: Growing and Changing - how my body moves, body parts and how we care for our bodies.  <b>Years 2/3:</b> Theme 5: Staying Safe - I'm the boss of my body, standing up for myself and a recipe for wellbeing</p>
<p><b>Learning through Play</b></p>	<p>Year 1 classes start their day with Learning through Play. This is proven to help the transition to school and starts our day calmly. We believe Learning through Play empowers active learners. We provide open, rich inquiry based learning provocations and loose parts to guide the children's play. We will also use your child's interests to extend their learning and to work on social skills like turn taking.</p>
<p><b>Active Learner Traits</b></p> 	<p><b>Thinking Me: Reflective, Inquiring, Creative</b></p> <p>Waterloo students are curious and take charge of their learning:</p> <ul style="list-style-type: none"> <li>• I can share thoughts about my learning - with support or by myself</li> <li>• I can name some things I can do to get better at my learning</li> <li>• I know some of my goals and my next steps to achieve them</li> <li>• I am able to imagine and create new things (based on our inquiry)</li> </ul>

## School Values

### Have Resilience

#### Kia Ngana

- Always try your best.
- Have self belief, believe that you can do it.

Our focus this term is to **'Have Resilience'** in everything we do.  
Keep trying with your:

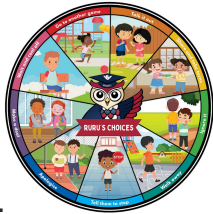
- Reading and Spelling - fingerspelling helps if you are stuck on a word.
- Swimming (dressing and undressing; look after my belongings)
- Active Listening - it is important to listen to others and let them have their say before you respond. Look interested and try not to interrupt.
- Making good choices - when lining up, giving 5 on the mat or when sitting in assembly.

Believe that I can take a risk and try my best, even when the task is challenging.

Ruru's Choices: It's Your Choice!

When you have a small problem choose one of Ruru's Choices to solve it:

- Talk it out
- Walk away
- Apologise
- Play another game
- Make a deal - Paper, Scissors, Rock.



PB4L

Waterloo School Whakatauki -

Nā tō rourou, nā taku rourou ka ora ai te iwi.



With your food basket and my food basket the people will thrive.

## Tikanga Māori

**Karakia** - to start and end the day.

**Tuakana Toa** - we have some students from the Senior Hub teaching our younger tamariki ideas related to te reo Māori and tikanga with the support of the classroom teacher

**Kapa Haka** - Whaea Hilary will teach us waiata on Thursdays

**Kura Ahurea Purakau (stories):**

Year 1: Te Ika a Māui (The fish of Māui - North Island)

Years 2&3: He Maunga Tapu

## Literacy

**Oral language:** story telling, listening to stories and learning new vocabulary.

**Phonological Awareness:** This is the ability to identify and manipulate sounds in oral language.

- Rhyme Production: add onto a rhyming string: light, bright ? (night, fight).
- Initial sounds: say another word with the same initial sound: echo, ever ? (egg, event).
- Blending sounds: h-o-t = hot, t-u-b = tub, p-l-u-m = plum
- Segmenting sounds: vet = v-e-t, dogs = d-o-g-s, runs = r-u-n-s
- Substituting sounds: tock - change /t/ to /l/ = lock, change /l/ to /r/ = rock
- Middle sound: pat = /a/, get = /e/, sit = /i/, shop = /o/, bug = /u/. Reinforcing the correct sound that short vowels make (a,e,i,o,u).

- Nursery rhymes - having fun with rhyming words, reciting lines and whole nursery rhymes, games like changing words in rhymes (e.g. Hickory dickory dock, the mouse ran up the sock).

**Poetry** - exploring rhyme and poetic language, reciting poems and rhymes.

**Reading:** instructional reading in groups using a Structured Literacy approach. This may include the following:

- Learning letter names and sounds, digraphs, syllable types, blends, etc.
- Blending sounds to read words, phrases and sentences using decodable texts and authentic texts.
- Writing a dictated sentence from a text.
- Answering questions about texts to demonstrate comprehension.

**Handwriting:** we are using the Casey Caterpillar handwriting programme to help with letter formation. It is vital that every child's letter formation is corrected.

### **Perfected practice over time makes perfect and permanent.**

**Spelling:** whole class spelling lessons using a Structured Literacy approach. This may include the following:

- Learning letter names and sounds, digraphs, syllable types, blends, etc
- Blending sounds to read words, phrases and sentences.
- Learning new vocabulary words and their meanings and origins.
- Writing a dictated sentence.

**Writing:** This term, all teachers will continue to have professional development in writing through Learning Matters, using The iDeaL approach. Many activities will be whole class oral exercises before writing begins. Writing in classrooms may include the following:

- Learning what a sentence is; A sentence is a group of words that contains a complete thought. It has a subject and a verb, e.g. The girl was singing.
- Identifying the 'who', 'doing what' and 'where' in a sentence, e.g. The dog lay down inside.
- Expanding sentences by adding on and asking 'w' questions, e.g. She hopped. (who? where? when?)
- Unscramble a sentence that has been cut up into individual words.
- Joining simple sentences using conjunctions, e.g. The man ran and he tripped over.
- Learning about different sentence types.

### **Home Learning Ideas**

Our focus is to encourage **a life-long love of reading**. Students are expected to read and be read to at home everyday. **5 to 15 minutes per child** each night, depending on the age of your child.

- Bringing a book home that they have read at school
- A library book your child has chosen at school

- Poems, reciting nursery rhymes, waiata ringaringa (action songs) or sentence strips.

We encourage you to discuss your child's Seesaw learning journal at home.

Ideas for mathematics:

- Count - forwards, backwards, odd/even, in 2s, 5s, 10s
- Games - cards, dice games, board games
- Time/calendars: days, months, o'clock (half past, quarter past and quarter to times for Y2-3)
- Measuring: help with baking, measure things using non-standard units (hand spans)
- Fractions: cut sandwiches or fruit into halves or quarters
- Seeing patterns in groups of objects, e.g. cars in the car park, lego blocks on the floor.

## Upcoming Events

**Weeks 1- 2:** Get Firewise - Rooms 13 - 24

**Week 2:** Disco (Thursday 24) and Staff Only Day (Friday 25)

**Week 3:** Labour Day (Monday 28), Year 1: Swimming (Tuesday - Friday), Firefighter visit Y1/2

**Week 4:** Junior Hui - Monday 12th August, 2-3pm, Year 1: Swimming (Monday - Thursday)

**Week 7:** Years 2&3 - Zealandia Trips

- Rooms 11&12 - Tuesday 26 November
- Rooms 13&14 - Wednesday 27 November
- Rooms 18&19 - Thursday 28 November

**Week 8:** Junior Hui - Monday: 9th September, 2-3pm

**Week 9:** Year 1 - Zealandia Trips

- Rooms 15&17 - Tuesday 10 December
- Rooms 20/23/24 - Wednesday 11 December
- Rooms 21&22 - Thursday 12 December

**Week 9:** Waterloo School Celebration Concert - Wednesday 11th December 6pm onwards

**Week 10:** Junior Hub Tabloid Sports 9 - 11.00am - Monday 16th December  
School breaks up Tuesday 17 December at 12.30pm

Please check the Waterloo School Facebook page regularly for any added up and coming events.

On behalf of all Junior Hub Teachers, we would like to take this opportunity to thank all our whānau for their continued support throughout the year.

Ngā mihi

***Carolyn Robb, Courteney Johnston, Stacey May, Toni Meadows, Nina Koch, Julie Hanify, Paul Wehipeihana, Molly Schuler, Sarah O'Dowda-Vriens, Julie-Ann Kamal, Georgia Chapple, Anna Brownlie, Emma Wright and Karen McMillan***

