



Kia ora Mānuka Whānau,

We hope you enjoyed getting to know us a bit more in our first newsletter. In Mānuka syndicate we have had a very positive, fun and settled start to 2023. Below we have outlined some information for you.

SUNHATS and DRINK BOTTLES



In Terms 1 and 4 it is compulsory for our tamariki to wear an Adventure School bucket hat at all break times. It really helps if your child has a clearly named hat that can stay at school. If your child goes to After School Care or attends Kelly Sports, having a second hat in their school bag is advisable. You can purchase these bucket hats at the school office for \$13. Providing your child with a drink bottle everyday is really important too. Please ensure that it is filled up at home, ready to start the day.

PE/SPORT



On Mondays and Fridays this term, our Mānuka team get together for our PE and Sport sessions. Particularly on these days, it is important for all children to wear appropriate trainers or sports shoes. For the first five weeks we are going to do Cooperative Small and Large ball games in allocated Sports groups.

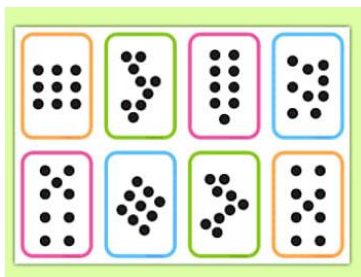
TUBES & MAGAZINES

For our Learning Through Play, we are in need of cardboard tubes things such as glad wrap and paper towels. We also need magazines. If you have these at home, please send them in to your class teacher.



from
child's

MATHS - TERM 1

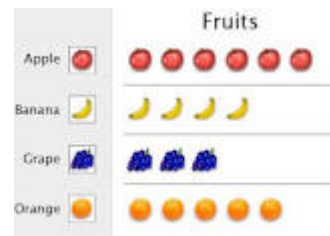


During the first four weeks of this term, we are taking some time to review each child's number knowledge. This includes:

- reading numbers to 10, 20, 100 and beyond
- counting forwards and backwards
- instantly recalling the number before and after a given number
- recognising number patterns using fingers, dice, tens frames, tally marks
- subitising with dots (the ability to instantaneously recognise the number of objects in a small group without the need to count them)
- basic facts to 5 and 10.

This will provide us with a starting point to work from for each child and will aid us in creating groups.

One Maths focus in Term 1 is **“Statistical Investigations”** using the statistical enquiry cycle. During the term we will gather information about our classes by generating questions like, “What is the most common hair colour in Room __?” and “How many children have a birthday in _____ month?” Each class will represent this data by creating pictographs, bar graphs, venn diagrams and tally charts. A key, important aspect of this learning is noticing and interpreting what the data shows them and being able to verbalise this in sentences. The children will have opportunities to:



- Pose and answer questions
- Gather, sort, count and display data
- Discuss the results

These investigations will be predominantly led and supported by the teacher. However as the term progresses, some children will have the opportunity to conduct statistical investigation on their own or in a group if they have the necessary independent skills.



Another focus this term will be **“Additive Thinking”**. The children will solve mathematical problems and show strategies they used e.g. counting all the objects, counting on or back from the largest number or extending beyond this to part-whole thinking by using tens and ones and basic facts they know. We constantly revisit this during the year and continue to build on children's addition and subtraction skills.

Throughout the year children will focus on consolidating and extending their number knowledge, working within the number range that is most appropriate for them. A sound understanding of place value will provide the foundation for building this knowledge and ensure strong number sense.

LEARNING THROUGH PLAY

During Term 1 on Tuesdays, Wednesdays and Thursdays, our Mānuka syndicate has “Collaborative Play” from 10:50 a.m. through to 1:00pm involving all children from each class. We introduced this in Week 2 with great success and took time to explain our expectations, routines and boundary spaces.

The Adventure Way attribute we are focusing on most this year are developing each child's “self-directedness” in all aspects of their school day. Already we are seeing great evidence of this in the play we have observed so far. The photos below show this in action. We will continue to grow these skills throughout the year.

Discover who you can be...

self-DIRECTED ADVENTURERS



focus
design
persevere
whakaako

Demonstrate a readiness and willingness to learn

We:

- have a strong desire to learn
- know what we want to achieve
- identify what we need to learn to be successful
- view problems as challenges not obstacles
- take responsibility for doing the work of learning

Seek your own path... Whāia te ara tika

SELF-DIRECTED LEARNERS IN THE PLAY



People who are self-directed recognise that their attitudes, behaviours, and problems reflect their own choices. They tend to accept responsibility for their attitudes and behaviour and they impress others as reliable and trustworthy persons.

PET ROCKS - Week 3 Collaborative Play

Last week, our tamariki had the opportunity to be "CREATIVE ADVENTURERS" by designing and creating their very own "pet rock". Mrs St Laurent introduced the concept in a very fun, dramatic, motivating way which totally captivated the children. Once the "spark" was ignited, the children put their creative brains into action. First, they planned their pet rock design on paper. Once that was done, they had access to a variety of colourful paints and googly eyes to create their pet rock. Over the following few days the children could also create "homes" for their pet rocks. They were provided with small boxes, paint, fabric, coloured paper and much more! It was wonderful to then observe the children include their pet rocks into their play. We definitely have future designers, architects, storytellers and interior designers in our midst.



Discover who you can be...

CREATIVE ADVENTURERS

open their hearts and minds to possibilities

We:

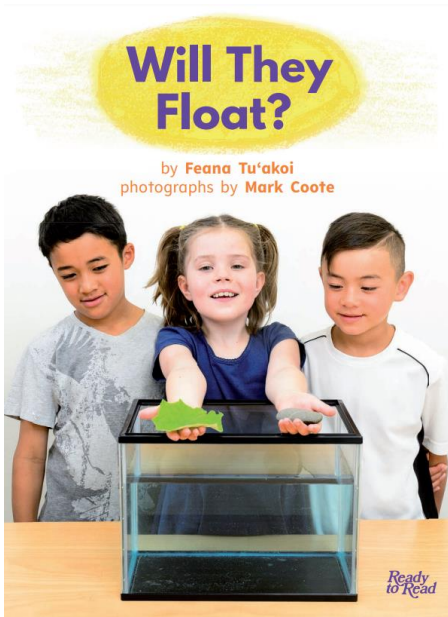
- use our imagination to view or create things in new ways
- generate many solutions to a problem
- take risks and use failure as a learning opportunity
- are not afraid to be different
- whāia ngā moemoeā
- have fun

inspire
play
innovate
imagine
dream

Seek your own path...Whāia te ara tika



LITERACY - SHARED READING BIG BOOK



During the first three weeks of Term 1 our shared book was “**Will They Float?**” This amazing nonfiction text gave us opportunities to develop lots of scientific exploration, questioning, predicting, discovering, wondering, testing and reaching conclusions. During Learning Through Play and class discussions, the children had time to make “predictions” about what they thought would float or sink and think about why!! We explored the properties of various objects such as what they were made of, their weight, size (heavy or light for their size). We discussed the meaning of key vocabulary in the text, specifically: float, sink, sort, heavy, light,

table as well as vocabulary discussed in classes such as displacement, prediction, hypothesis etc.

If you would like to watch and read this with your tamariki at home, here is a Youtube link:

[Will they float? Ready to Read Big Book](#)



LITERACY - SHARED READING POEMS

Our first two poems of the year were titled “**I’m Back**” and “**I’m a Bucket Filler**”.

The first poem was all about being back at school after the holidays and the second was based on the social skills concept of being a bucket filler every day. This social skill is something we will constantly refer to throughout the year.

Here are some Youtube stories that we read to the children and discussed. They beautifully explain the concept and give excellent examples of how to be an amazing “Bucket Filler” at home and at school.

[How Full Is Your Bucket? For Kids](#)

[Kidco Storytime Online - Have You Filled a Bucket Today?](#)



Poem books will come home on Fridays so that the children can share these with you. Please ensure they are returned to school every Monday.

A bucket filler is **someone who says or does nice things for other people**. By doing this, they are filling other people's buckets and filling their own bucket at the same time. On the other hand, a bucket dipper says or does things to cause other people to feel bad.

THEME FOR 2023

This year our theme begins with learning about **“Me and My Community”** in Term 1, focusing on me, my friends, my family, my school and my community. As part of this the children will learn their own Pepeha and practise saying this. In Term 2 we then branch out to **“My Country - Aotearoa/New Zealand”** - incorporating New Zealand myths and legends including Matariki. In Term 3 we expand further into **“My World”** - including learning folk dances from countries around the world as well as researching specific countries chosen by each class. Finally in Term 4 we will explore **“My Universe”** looking at scientific connections of our Earth, including day and night as well as exploring facts about other planets in our solar system.

MEET THE TEACHER

We look forward to catching up with you all at our “Meet the Teacher” evening on Thursday 23rd February. You are most welcome to have a wander through all the Mānuka classrooms. We would love to say, ‘Hi,’ to you and your tamariki.

5:30 - 6:15pm ~ Picnic

6:15 - 7:00pm ~ Visit classrooms



If you have any questions, please feel free to email your child's class teacher or have a chat in person before school starts each morning.

From your awesome Mānuka team,

Vanessa Burn, Karen Freeman, Cathy Murray, Vanessa Clark and Carly St-Laurent

