



Kia ora Mānuka Whānau,

Welcome back to Term 3. We hope you have all had a very enjoyable break and time with family. We would like to share with you some of the awesome learning that we achieved in Term 2, as well as outline what will be happening in Term 3 for Mānuka syndicate.

PE/SPORT - Gymnastics and Swimming



Gymnastics

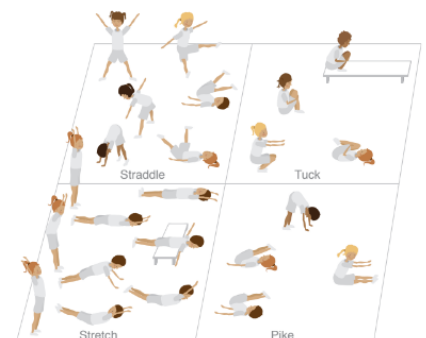
Basic Shapes



The children had a wonderful time at "Big Air Gym" in Tawa last term. The facilities there were fantastic and gave the children so many opportunities to practise a variety of gymnastics skills.

Back at school we focused on learning 4 basic body shapes

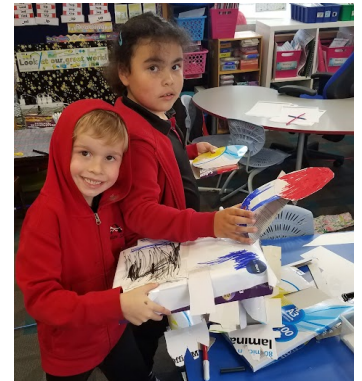
and introduced 5 rolls. We will continue this for a few more weeks in Term 3 so that the children can create their own sequences using a combination of basic shapes and rolls.



We are booked into Cannons Creek Pool to do 8 swimming lessons during Weeks 6, 7 and 8 of Term 3. We will be travelling by bus as a syndicate. The three classes will be divided into 2 swimming groups. A letter is coming out this week with further information.

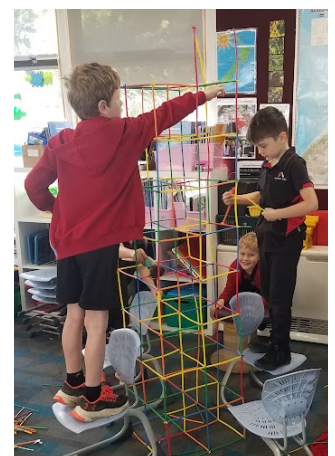
COLLABORATIVE PLAY

In Term 2 we focussed on the Science/Maths/Technology theme of **“Structures and Construction”**. The children were provided with a variety of materials and equipment from wooden blocks, paper, cardboard, magnetic shapes, tubes, boxes, connecting straws/sticks and so much more. This was a great success as the children embraced learning about what an architect does, from the design through to completion stages of construction. The children thoroughly enjoyed watching video clips about some famous structures around the world such as The Eiffel Tower, the Pyramids and the Sydney Opera House. We looked at various 2D and 3D shapes that were used and this inspired the children to think about their own structure designs. There were opportunities for the children to show their strengths, teach each other and collaborate to create sophisticated, well thought out, detailed, and stable structures of all shapes and sizes.



We were delighted to see the children using their imagination, problem solving, compromising and negotiating as they worked together. During the term, we noticed huge, positive shifts in the children as stronger Curious, Creative and Collaborative Adventurers. Through our stimulating and inspiring provocations, the children were incredibly self motivated and had a strong sense of purpose in their play. During our reflection times at the end of each session, we celebrated specific children we noticed who were being excellent role models and showing our Adventure Way traits. Throughout our play sessions, the teachers took lots of photos with the children in action. Showing these during our plenary was a powerful way to encourage these traits.

In Term 3 we will continue with this theme and look more specifically at various types of construction e.g. bridges. We will investigate what materials are used to build strong, stable, and safe structures. Our provocations will be around providing challenges for the children e.g. can you create a strong, sturdy bridge from one table to another table that is 1 metre long?



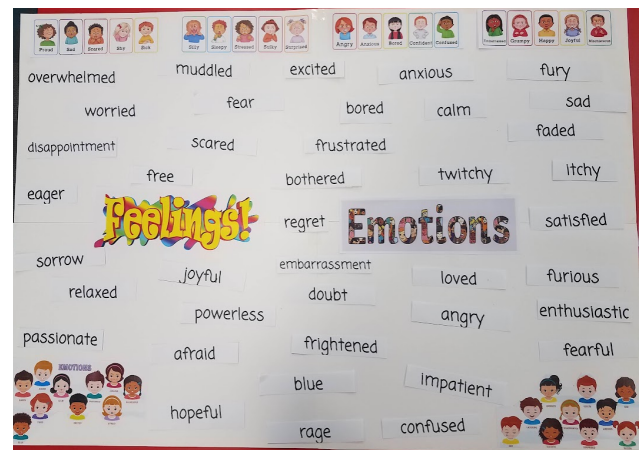


We will continue developing our other play focus of building the children's social and emotional skills as a cohort. Last term we explored “**Kindness**”. Alongside this, we are going to teach some components of our whole school “**KiVa - Anti Bullying**” programme. As part of this the children will:

- Know what it is meant by emotions
- Have thought about the kinds of emotions and the different situations in which we experience them
- Understand the difference between emotions and actions
- Know what a group is
- Have thought of examples of a friendly group
- Have learnt new things about his/her classmates by taking part in the exercises
- Know how to join a group and how to help others be included in the group
- Have thought about different emotions s/he may have as a group member
- Have thought about both the ways and the

importance of taking other people into consideration

- Have thought about the positive characteristics there are in other people, and also in themselves.

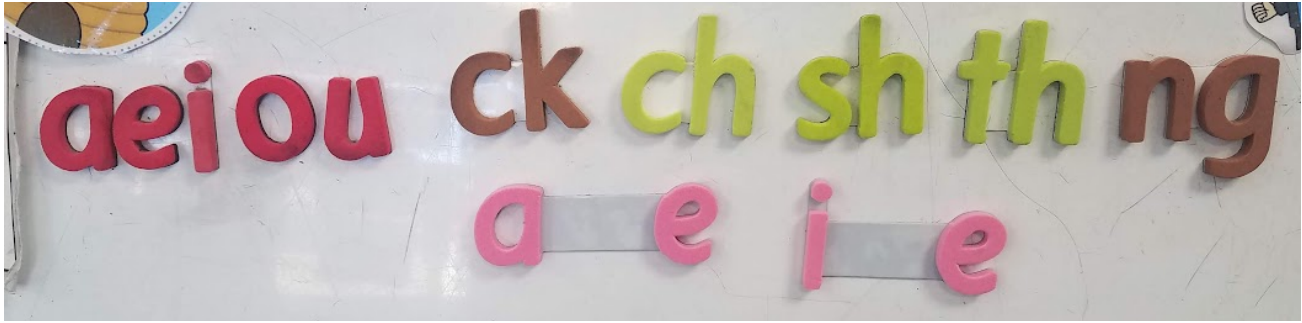


The children will also be able to say how they are feeling in Te Reo e.g. Kei te makariki. (I am cold). Kei te harikoa (I am happy).

LITERACY

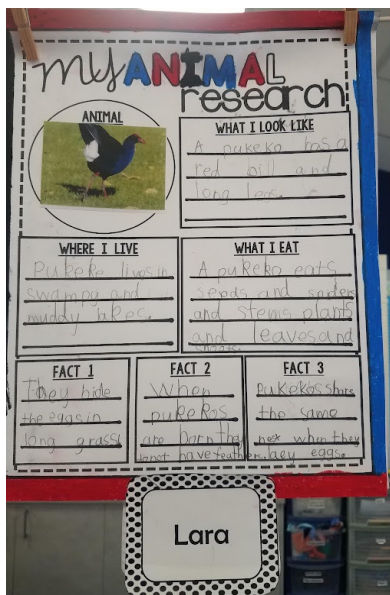
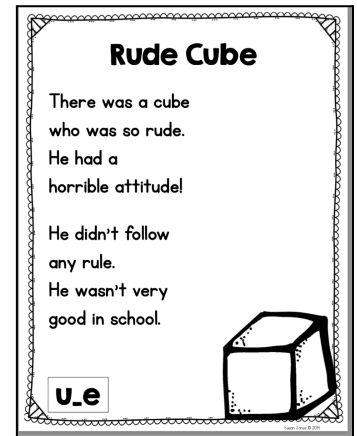
Spelling

As for Terms 1 and 2, our poems support our spelling programme. In Term 2 we focused on:



In Term 3 we will continue to work on:

- Long vowel sounds (magic e) o_e and u_e
- Adjacent consonants at the beginning and end of words e.g. stop, jump
- Reviewing ch/tch, sh, th digraphs and /k/ spellings (c,k,ck)
- -y making a "long i" sound in one syllable words e.g. cry, fly, sky
- Review the FLOSS rule (doubling the consonants ss,ff,ll,zz after a short vowel)



Writing

In Term 3 there were lots of topics that the children wrote about including dinosaurs, pukekos and Matariki. Video clips and reading a variety of books inspired the writing of very interesting facts.

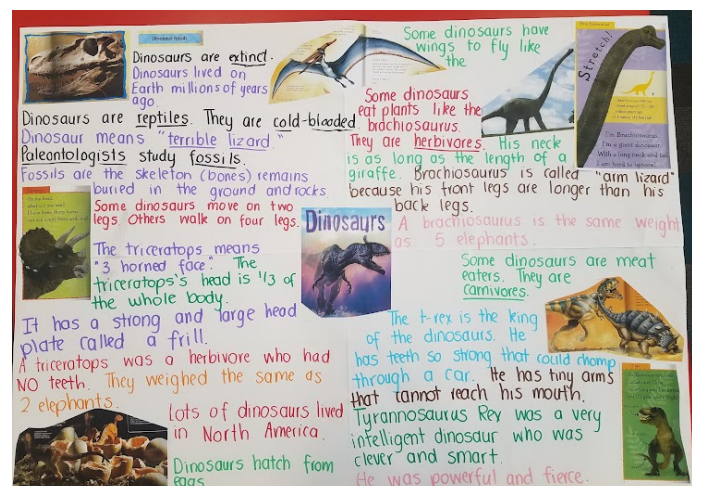
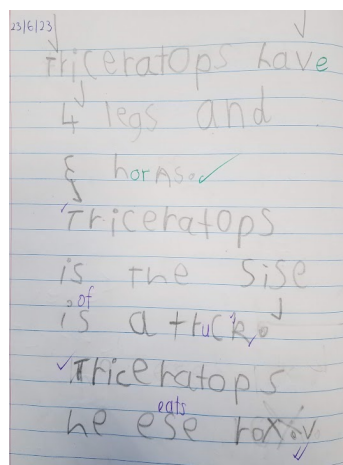
Did you know ...

that a brachiosaurus weighs about the same as 5 elephants?

that a triceratops means "three horned face" and its head plate is called a frill?

An important writing skill we are modelling and developing is for

children to independently "read and check" after writing each sentence. We want children to ensure they have a capital letter, punctuation at the end of each sentence, finger spaces and that it makes sense before writing the next sentence.

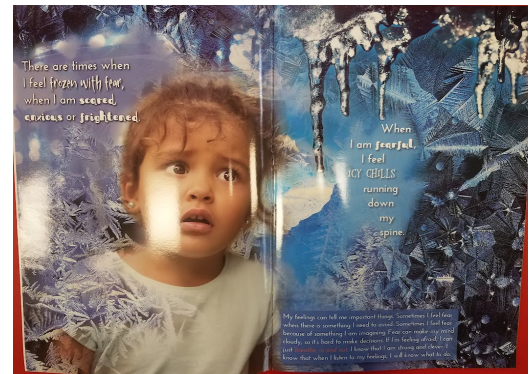
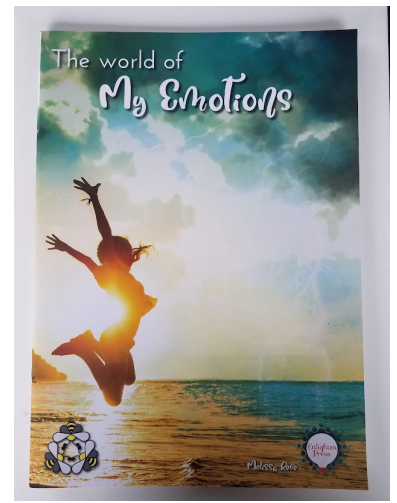


Shared Reading

We have recently purchased a beautiful selection of shared reading books. We will use these to focus on comprehension, specific vocabulary, sentence structure and making strong links to Science, Health and Technology curriculums. These big books have wonderful enlarged photos that really capture the essence of the books and are visually stunning.

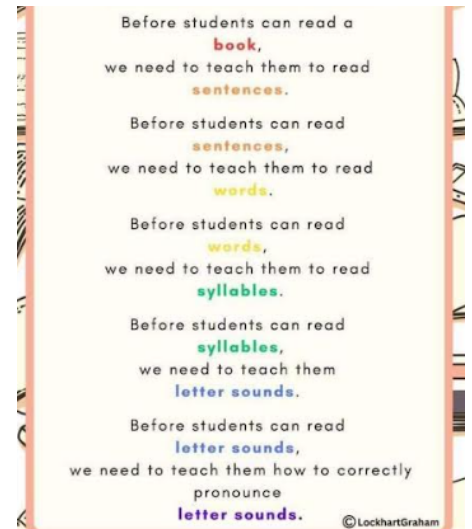
The titles for this term are:

- I am Amphibian,
- The World of my Emotions,
- Oceans
- I am Resilient,
- Simple Machines



Structured Literacy Groups

Our structured literacy groups continue to combine skills at sound, word, sentence, and text levels appropriate to each child's literacy stage. We develop children's understanding of sounds and spelling patterns when reading (decoding) and writing (encoding) specific words. Once they have mastered single letter sounds, we then extend into digraphs (where two letters together make one sound e.g. sh, th, ng) then the long vowel spelling patterns such as long a - a, ay, ai, a_e etc. Fluency and phrasing is an important part of reading. Reading the same book multiple times helps to develop this reading skill. Home Learning books provide excellent practice for this.



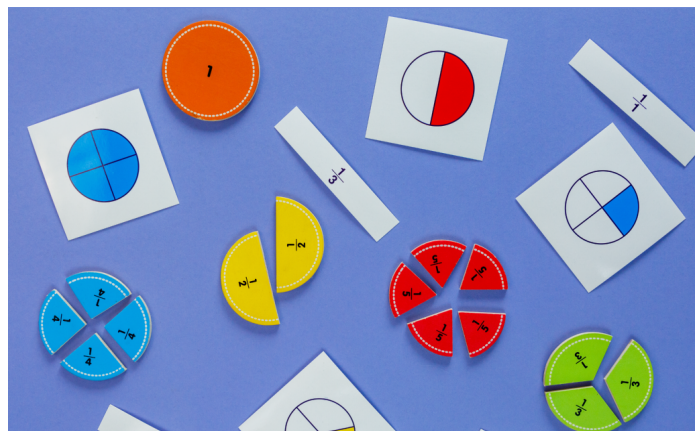
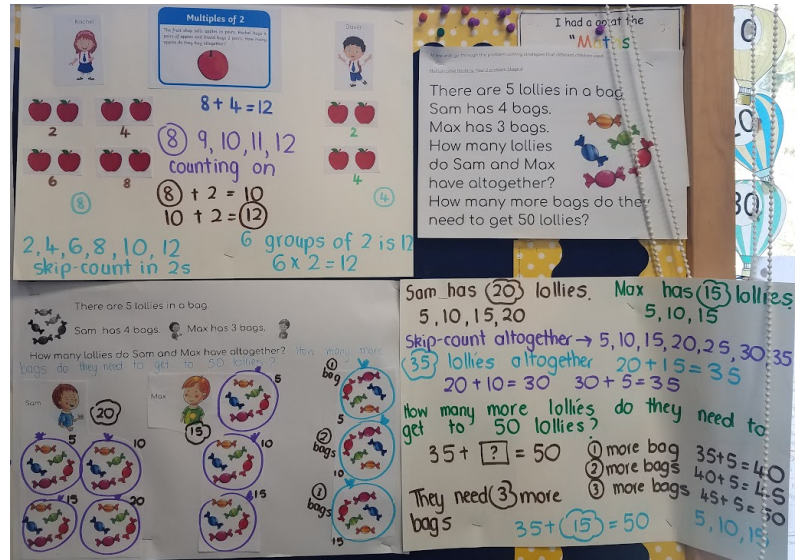
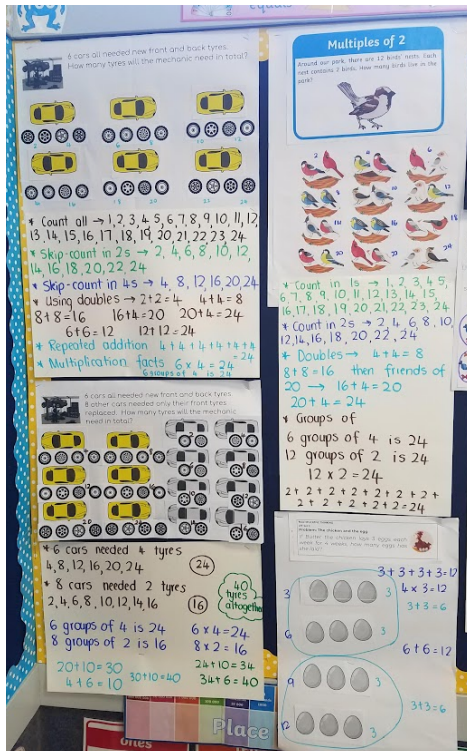
Poem books will come home to share with you each Friday. This provides another source of reading practice.

JUNIOR KAPA HAKA

Starting in Term 3, every second Wednesday from 12:30 - 1:00 pm, Year 2-4 children will have the opportunity to take part in Kapa Haka. This will involve learning various waiata and our school haka.



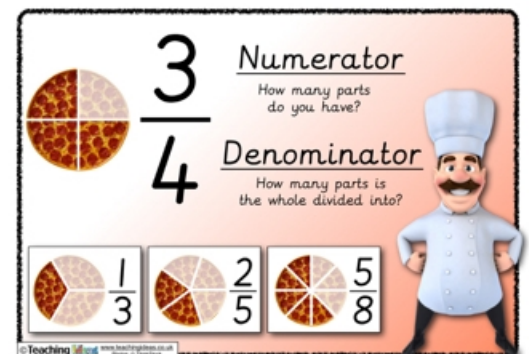
MATHS



This term we will continue our strategy work on **multiplicative thinking**. As mentioned in last term's newsletter, when solving multiplicative word problems we will develop the childrens' ability to create and count equal groups of objects, skip count, and use repeated addition. An extension to this is being able to solve two step word problems. Measurement, Geometry and Place Value will be weaved into our Maths learning this term too.

We will also focus on **fraction knowledge and strategies**. When reading fraction symbols the children need to know what the numerator and denominator represent. Our key phrase will be - "parts of a whole". We will explore fractions using a variety of resources including games. They will learn to:

- read fraction symbols e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and some will extend to fractions like $\frac{3}{4}$, $\frac{2}{5}$ etc
- represent these fractions by colouring in parts of shapes
- match the fraction symbols with shapes
- solve simple word problems by dividing a group of objects into equal parts e.g.
 - James has 12 lollies. He gives Max a quarter of them. How many lollies does Max get?
 - There are 9 flowers in the garden. $\frac{1}{3}$ of them have bees on them? How many flowers have bees?





VISUAL ART

In Term 2 we used New Zealand Myths and Legends as an inspiration for each child creating three effective visual art works. These include "Maui and the Sun/How Maui slowed the Sun", "Stolen Stars of Matariki" and "The Taniwha of Wellington Harbour".

These will be completed in the first three weeks of Term 3. We shared our artwork with the rest of the school at the Matariki Celebrations assembly during the last week of Term 2. The children were super proud of their work! They look stunning! If you get the opportunity, come into our classrooms to see them.



REMINDER

Shared Consumables:

Items such as pencils, rulers, student whiteboard pens, erasers, craft materials, hot glue sticks, and glue sticks are part of your child's shared consumable donation. This donation is \$10 per term and in order for classes to remain fully stocked on items that children use every day, we ask that this is paid for promptly. Do talk to the office about payment options.



Learning Conversations

We look forward to sharing and discussing your child's current learning and next steps with you at the second round of Learning Conversations on **Wednesday 2nd and Thursday 3rd of August**. A reminder to Room 15 parents that, as Cathy is on sick leave, your Learning Conversations will be on 16 and 17 August.

Year 3's on Chromebooks

During Term 2 the Year 3 tamariki have been practising logging onto our Mānuka Google Classroom. They have had some opportunities to choose Maths and Spelling activities that we have been working on in class. Recently they used the chromebooks to do their online Maths PAT test. In Term 3 they will have allocated time during Maths and Writing times to build up their independence.



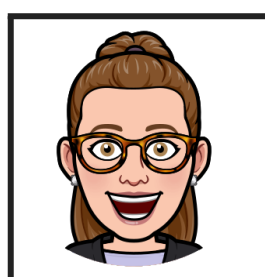
From your awesome Mānuka team,



Vanessa Burn
(Team Leader)
Room 13



Karen Freeman
Room 14



Cathy Murray
Room 15



Vanessa Clark
Room 13



Carly St-Laurent
Room 14