

# Tiēke, Kōtare and Kākā Whanau

Year 4 to Year 8



# Information for you

Whānau and Hāpu structures

Learning highlights for term 1

Potential opportunities for term 1

How can we all work together in 2024?

Have a look at what we have been doing in 11 days.

## **WE ARE KIND LEARNERS WHO**

- treat others with respect -
- are inclusive and value others -
- can work co-operatively and collaboratively -
- respect our own and others' learning -

# Whānau

The team involved here are Alex O, Jane, Grant, Lyndsey, Charles and Rachel. We are also lucky to have Anna (though she finished today), Neil, Karen, Nathalie, Rose and Eleanor who support our leaders of learning or Grant (Deputy Principal).

We meet as a Whānau to plan units of learning, identify potential new opportunities for learning, provide information on our progress against the school strategic plan and share our knowledge so that our own “baskets of knowledge” continue to grow.

Our students meet as a whānau to utilise the opportunities for peer/ paired learning; develop our school culture; celebrate our successes and enhance our relationships.

# Hāpu

Our smallest and intense team structure.

Tīeke and Kotare- Alex, Jane, Grant (Anna/ Neil)

Kākā- Charles (Rose), Lyndsey and Rachel (Nathalie)

This structure allows our students to work as a class, two classes together or a collaboration of 3.

When you pop in to visit, this is primarily the learning structure you will see in action.

# Learning Highlights or foci for term 1

Handwriting- using our learning from our beginning of the year. We are teaching the students both print-script and cursive handwriting.

Writing- Our focus includes our school spelling program and learning about the different genres we use. (You will see in the students draft writing books 2 or three examples) We are focussed on “quality sentences- simple/ compound/ complex.

Mathematics- Number is a focus including place value, operations and the different types of numbers (decimal, fractional, integers)

PE- Skills needed to play or participate in Ki-o-rahi, Non-stop cricket and Football. We have recently tested Year 4-6 fitness. Year 7-8 are involved in developing activities for Year 4-6, as well as swimming and working with Kelly Sports

# More Learning foci

Health- our focus initially is on Whakawhanaungatanga (relationships). Part of our examination of this concept includes the Papatūānuku and Ranginui story. This work also includes our revision of our zones of regulation; and the school CHAMPS.

Art- Ko...toku ingoa/ Ko wai au?

Self portraits: Inner self/ outer self portraits

Landscapes- pencil or colour



# Some other opportunities

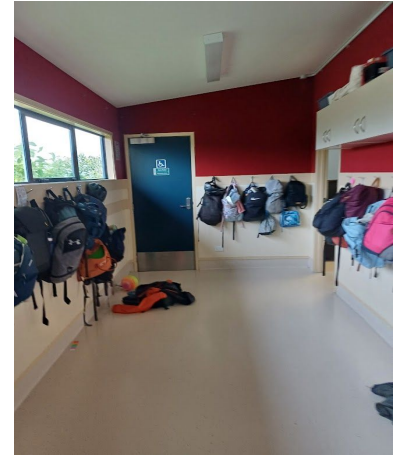
Walking up the maunga.

We will have some “clubs” going during our break times. Any other ideas would be most welcomed.

Continuing our environmental journey- gardens and potential planting projects

“Drop in” afternoons.

“How we can help our students with....”



# E waka eke noa- We are all in the same boat (We are all in this together)

What are some activities that we can do together that support the development all of our children.

Whilst I know you have identified some big activities we can do from last year's survey, what are the small steps we can be taking now.





Ku mutu

Feel free to have a wander through our rooms and talk with our teachers.