



# Worser Bay School

## MĀHUTONGA

### Parent Information

#### Term 2, 2009

#### **WELCOME TO TERM 2**

This year our programme builds on from 2008. Our big theme is “Relationships - Cause and Effect”. We also continue our focus on student engagement and how we provide opportunities for our wide range of learners.

Following the success of our science/technology focus on simple machines last term, we will build on the work already covered by introducing a visual art component. Our question for this term is “How do ideas connect?”

We look forward to sharing our progress and learning with you at our ‘Arts Expo’ at the end of the term. The visit to ‘Monet’ will provide context for the students as they take their creations to many different levels and are encouraged to take risks to strengthen their skills in visual art.



We had a fantastic response to the Student-Led Conferences (SLCs) last term. You will have all received the written summaries of this discussion. We are excited by the success of the SLCs since their introduction in 2007. The development of our approach to SLCs is guided by the intent of the New Zealand Curriculum and making sure we are providing clear information on students’ progress.

This term, school-wide data will be collected in numeracy. Individual students will continue to be monitored in their reading and writing progress. Progressive Achievement Tests (PATs) results are now back for students in Years 4-6. Over the next couple of weeks we will be sharing this information with the students. Please remember, we look at a range of data before making a decision as to whether a student is what we consider ‘at risk’ of achieving. You will be contacted, by us, if we have any concerns and wish to set a home-school plan in place.

On Monday 18 May at 6.30pm, we have a seminar on “Writing and Your Child” presented by Murray Gadd. Murray is a Wellington-based literacy and education consultant who works nationally and internationally on reading and writing projects. This is a great opportunity to learn about your child’s writing and also catch up with your teacher.

#### **KEY COMPETENCIES AND ENTERPRISING ATTRIBUTES**

We continue to seek opportunities to develop Key Competencies and Enterprising Attributes in our students, staff and wider community. A major initiative we have been involved in is Education for Enterprise (E4E). This is about promoting an active and authentic approach to learning – one that is real, relevant, and encourages students to share responsibility in the learning process. The enterprising attributes represent many of the skills that students will need when they leave school. They also align to the key competencies of the *New Zealand Curriculum*. You will have experienced your child talking about their progress in these areas at their conference.

This term, as the students create artworks for the Art Expo, they will be involved in the Key Competencies of ‘using language, symbols and texts’ and ‘thinking’. The Enterprising Attributes that align with these include: ‘communicating and receiving ideas and information’, and ‘generating and using creative ideas and processes’.

For more information on the key competencies, visit:  
<http://www.teamup.co.nz/AllAges/Curriculum/SchoolCurriculum.aspx>

And for information on the enterprising attributes, visit: <http://education-for-enterprise.tki.org.nz/About-E4E/The-NZ-Curriculum-and-E4E/Enterprising-attributes>

## TOPIC

### Visual Art/English

Our topic this term is around investigating and exploring the visual arts and how we express and represent feelings and ideas in different ways. A group of students will be organising an Arts Expo where students' artworks will be exhibited. During the first stage of the unit, students will explore a range of art techniques including collage/mixed media, print-making, painting and photography. Students will then decide on an art medium to use to create their own artwork. It is a fantastic context in which to develop creativity and allow students to develop their enterprising attributes. Running alongside this will be the English component in which students explore visual language features (colour, font and layout) to create a brochure of themselves as an artist.



## MATHEMATICS

We will continue to work on addition and subtraction strategies before moving into multiplication and division. From the SLCs, you will be aware of the stage that your child is at in numeracy. If you would like information on how to help your child develop the knowledge and strategies for their stage, please visit <http://www.nzmaths.co.nz/families/index.aspx>.

Developing students' basic fact knowledge this term will continue to be a focus. This will take the form of regular basic facts testing each week. Basic facts include knowledge of addition and subtraction facts to 20 and multiplication and division facts to 12.

We will be exploring patterns and relationships in geometry, looking at things such as symmetry, tessellation, reflections and rotation on plane shapes.

## ENGLISH

### Reading

This term, we will be exploring the reading strategy of making connections in our guided reading sessions. Students will be able to identify how they can make connections within and between texts as they read. As well as this, we will be developing literacy circles in which students can discuss and explore different books and authors.

### Writing

This term, we will be focusing on recount writing and poetry. We want students to develop an understanding of how to shape their writing for different purposes and audiences. As with reading, students will be in different guided writing groups according to their learning needs.

We will be looking at poetry and how writers paint pictures and evoke feelings with words. We will be exploring ways to express ideas in different ways and in different mediums – through poetic writing, visual art and music.

## Spelling

We have started the Joy Alcock spelling programme in our class. You can find out more at <http://www.spelling.co.nz/>. Students are in different groups, based on their spelling needs. They will either be learning words from the Essential Spelling List, from their own writing or from list words developed in their spelling groups. We will continue to learn about specific spelling patterns. Students will be given spelling words as part of their homework.

## Library

Marylyn will be working alongside this literacy programme. She will focus on building good models of language and continue to develop our key reading strategies through shared reading. Marylyn will also be developing an appreciation of books with students through reading novels.

## HEALTH & PE

After observation and assessment from last term, we have identified that there is still a need to develop students' throwing and catching skills. As well as this, we will be exploring effective running techniques to prepare for cross country. We will continue with 'Circle Time' which was introduced last term as part of the Health Curriculum. 'Circle Time' offers a safe and supportive environment for students to share ideas and feelings. It is an opportunity to raise their self esteem and encourages positive attitude and behaviour.

## Eastern Zones:

Netball - Wednesday 13<sup>th</sup> May

Cross Country - Tuesday 9<sup>th</sup> June

You will be hearing more about Eastern Zones via the weekly newsletter.

## ICT

ICT will be another key area of focus and exploration this term. The children will be involved in recording their learning using digital cameras and video. We will also be looking at how we can use ICT more effectively in the classroom.

## HOMEWORK

Homework is given out on a Monday and handed in on a Friday. Students have 2 weeks to complete their homework. Please remember, the emphasis is on self-management and sharing learning and progress with family. We do not wish students (or parents) to get overly concerned about homework.

## HOW CAN YOU HELP?

- Do you have any knowledge, experience or want to offer support to a group of students as they learn to manage an event?
- Do you know any artists who would like to share their knowledge and experiences in visual art?

We would love to have you come along and share your knowledge or just come along and help. Let either Kath or Matt know if you can help in any of these ways.

Thank you in advance for your support.

Kath and Matt

