



*Where students learn creatively and strive for excellence preparing for lifelong learning  
Kia auaha te ako a ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa*

## **Te Ara Tupu Newsletter Term Tahī 2024**

*Te Ara = pathway and Tupu = beginning and developing*

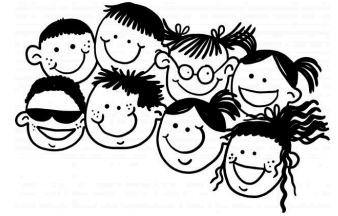
**Nāu te rourou, nāku te rourou, ka ora ai te iwi**

**Everybody has something to offer, a piece of the puzzle, and by working together,  
we can all flourish.**

2 February 2024

Kia ora Parents and Whānau,

Welcome to term one and a new school year. It is lovely to meet and reconnect with all the tamariki and to see the children with their friends after the long holiday. Their joyful voices and giggles fill our space with excitement and make it a pleasure to be in team Tupu.



We extend a warm welcome to the new families that have joined Te Ara Tupu (or the Tupu Team for short) or are about to join us. What an action-packed term we have ahead and we wanted to share with you what is ahead.

Tupu starts the year with three teams, Tupu Toru with Miss Wilby and year 2's, Tupu Rua with Miss Molloy, a combination of year 2's and 1's, and Tupu Tahī with Miss Brown and year 1's.

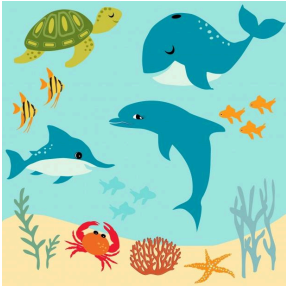
### **Pick Up and Drop Off**

When you arrive in our school building and step into Te Ara Tupu, you will see that there are four main areas. Our learning space is open at 8:30am, and the bell to start learning goes at 8:50am. There will be numerous school children in these areas, as well as mums and dads, and preschoolers. We do ask that you leave before the bell goes at 8:50am. At the end of the day, there are several spaces where you can wait for your children. Please do not come inside the building to wait. All Tupu tamariki this term will be leaving from the side doors in our space. We would also appreciate it if you didn't stand against the glass, as this makes it tricky for us to see everyone. We welcome all parents and families to come in after school if you want to see work, or talk to us; however, please wait until we have let all the children go. This is normally a few minutes after the bell has gone.

### **Curriculum Topic**

We have two main units this term, spanning several curriculum areas to give meaningful connections to the learning. We have started the term off with SUPER HERO ME. We will be focussing on what makes us strong in different ways. This unit incorporates learning in the curriculum areas of PE and health, social science,

English and the arts. We have been talking about our responsibilities in the team and shared area, at home, and how to work together and share. Throughout this investigation we will be establishing our routines and positive behaviour expectations for the year.



Our next topic has a science, arts, and English focus. It focuses on the science strand 'The Living World' and we will be investigating sea creatures and what makes them strong. The children will be exploring how living things change, adapt, and interact with their environment through investigations, and discussions. This unit is called 'Super Heroes of the Sea'. We

will be having a trip to the Marine Education Centre in the morning. We will be asking for parent support on this trip, so please keep an eye out for this notice in the very near future.

We will finish the term celebrating Easter. We will be asking for parent help in the class to support these fun activities closer to the time.



### Mathematics and Statistics

We have started with a three-week introduction to statistics, focusing on data collection and graphs.



Next, we will be working on numeracy with a focus on number knowledge and developing addition and subtraction strategies. A major focus in this area is being able to orally explain how to work out and solve a problem and share mathematical knowledge. Encouraging these discussions at home would greatly support our classroom programme. When children are able to articulate their mathematical thinking, they become more confident in being problem solvers.

To complete this term, a measurement unit will focus on weight and capacity. Don't forget to check out the webpage [www.nzmaths.co.nz](http://www.nzmaths.co.nz); click on the 'Families' heading. You will find excellent support materials and activities to play with your family at home.

### Literacy

Your child will bring a reading book home every night, Monday to Thursday. On a Friday, your child will bring home their poetry book to share the week's poem, and actions that may go along with it. They can also re-read their favourite poems. A library book that your child has chosen will come home on Friday too. Sometimes

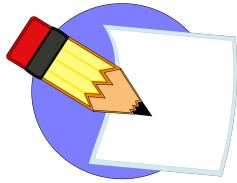


your child may choose a reading book to bring home. This could be a book that they have brought home before. The purpose of this is to develop student choice, fluency, and expression when reading.

We know every effort is made in your busy lives to make time to fit in this important reading; the more children read, the better they get. Please remember

to fill in the children's yellow home reading book, as the teachers do value your feedback and input.

Structured Literacy through the *Better Start Literacy Approach* will continue this year for both Year 1 and 2 tamariki. We will hold whānau meetings throughout the year and, where appropriate, weekly ways to support literacy learning information on Seesaw.



For writing this term, we are working on personal and expressive recounts, and descriptive writing too. This ties in with our integrated units of work. Children will also have regular handwriting sessions focusing on correct pencil grip, forming lower-case, capital letters, and numbers correctly and legibly.

### **Home Learning**

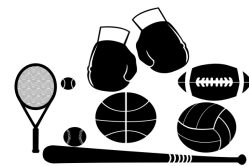
Evidence-based research supports our reflection and investigation into home learning. This year home learning will be reading, starting in week 2, poetry, and ways to support your child through the BSLA parent activity sheets that are sent home weekly on Seesaw, starting in week 2 or 3, depending on each learning team. Mathematics starts in week 1. There will be a mathematics activity sheet - Maths Alive - related to the topics covered in class sent home when we start a new learning area. Both these information sheets are designed for you to pick and choose as many or as few learning experiences that will work for your family.

### **Te Reo**

This term, Tupu is joining Jeremy, our kapa haka teacher, for half an hour of waiata. We also endeavour to make our day interwoven with te reo through instructions, names, and numbers and developing our pepeha. Under the confident guidance of kaiako Emily and Jeremy, we come together for our weekly Kapa Haka.

### **Physical Education**

We value sports, games, and skill development. A big focus this term is to develop and improve our running, jumping, and throwing abilities. Not only does every class have a fitness programme and P.E. skills sessions weekly, but we are also coming together as a syndicate for various physical activities. Daily fitness activities take different forms, focusing on moving using a selection of activities. This depends on space availability, so at times, fitness is in the hall, outside, or using music and movement with the screen to add variety to the activities.



### **The Arts**

In visual art, we will explore the use of colour, detail, form, and composition in the children's artworks related to our topic studies.

Through music, the children will listen, and learn to respond to changes in tempo, tone, and dynamics. We will also be encouraging all children to join in with singing.

## **Discovery Time and putting books away**

If you are interested in helping out by putting books away, we would be grateful for your support. Please contact Andrea if you are free to help us. We also look forward to having whānau working with us at Discovery Time on Fridays. Please contact your child's teacher so we can book you into the roster.

## **Mahi Nga Tahī**

Every Monday, we have an investigation and inquiry learning time from 9 am to 10:30 am. This session is called Mahi Nga Tahī, which means collaboration work. In these sessions, the children explore and investigate different mathematical concepts and scientific ideas, conduct experiments, and dive deeper into their wonderings. This is a great opportunity to work collaboratively; the advantage of this is that children can learn from each other as they investigate their questions and interests. This is also a vehicle for the children to develop their digital technology skills, knowledge, and language.

**Tui Choir-** We welcomed all the children in Years 2 and 3 from the Whanake team and Tupu Molloy and Wilby team back to Tui Choir for another term of joyful singing in a weekly session.

## **Seesaw**

The children love posting their work for you to see what is happening during the day with their learning. We have lots of interesting ideas about what to post and share this term, and no doubt the children will have too. We are also all enjoying reading your feedback so please continue to share this on your child's Seesaw, as this creates a strong connection between home and school. As we work through some technical issues from Seesaw, we hope to have this up and running as soon as possible. You will receive a QR code to access this year's Seesaw. If your QR code doesn't work, or you have trouble logging on, come and see us, and we will make it happen. Due to the increase in cost for this platform, we will be asking for a contribution of \$10 per student; this will be added to your student statement.

## **Helpful reminders**

Summer is certainly here; the children need to wear sun-smart clothing, including hats and have sunblock in their bags. Please help by checking if they have a hat in their bag or one they can leave at school. The school policy is that all children wear a brimmed hat. No caps, please. Children are responsible for putting their own sunblock on – the roll-on kind seems to be the most manageable.



All the teachers encourage the children to work towards independence, and we would appreciate your help too. However, please don't let this stop you from coming in and touching base with us, as we enjoy

seeing you and sharing with you what your child has been achieving. So you may wish to choose a day with your child when you can come into our learning spaces in the morning, or after school. Spend this time with your child so they can share and explain what learning they have been doing, including reading their story writing book to you.

The children are encouraged to take responsibility for carrying their own school bag to and from school and for putting their reading folders and contents in the right place in the mornings. The older children are encouraged to say goodbye to their parents at the gate, and walk into school by themselves. And our younger children are working towards saying goodbye to our parents outside the school foyer or the sliding door into our space.

To provide a safe environment for all the tamariki in Tupu, we ask that while in years 1 and 2, we encourage you to support us to be nut-free. There are a number of tamariki who are allergic to nuts. By checking that their lunch box has no peanuts or tree nuts. In Tupu, we don't share food, but accidents do happen, and being nut-free makes these odd occurrences safer for all.

As you know, we are a 'no shoes inside' school, so slippers and socks or bare feet are welcome. It is important that your children wear shoes to school so that they can get off and on by themselves. Please ensure that all your child's belongings are clearly labelled, including lunch boxes and drink bottles.

We use many different materials in arts/crafts and Discovery Time, so if you have things such as boxes, ice cream containers etc, we would like them. Ask your class teacher what they might need if you are unsure.

Come and see your child's class teacher if you have any questions or things you would like to celebrate. We look forward to working alongside you in your child's best interests.

Ngā mihi nui- from the Tupu teaching team

Andrea, Emily and Susie

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