

Kākāpō Syndicate

Term Three, 2019



Welcome back and a special welcome to students and families who are new to Kākāpō or Ngaio School.

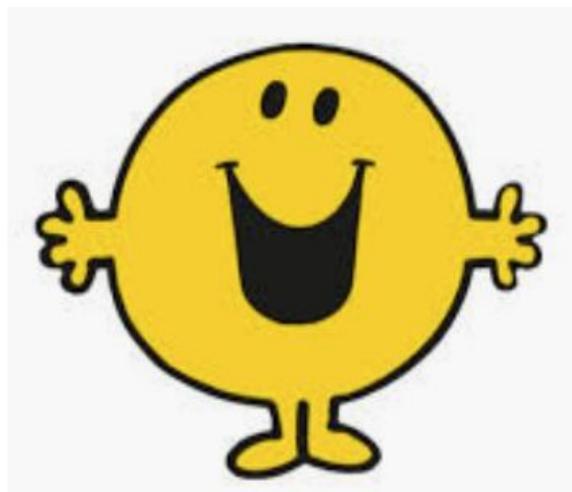
Thank You

Last term our syndicate visited the Carter Observatory. The children loved our visit and many were keen to go back and explore with their families. We were fortunate to have the whole centre closed to the public for our visit. This gave us access to all the displays and private sessions with the two educators.

Social Science Focus: *Good Sorts*

This term we have a Social Science focus on *Good Sorts*. *We are learning to understand how people make significant contributions to New Zealand's society.* For this we would like to hear stories from people who have made or make a difference to society through either their work or volunteer work e.g. firefighters, refugee support workers, nurses, SPCA, DOC workers. There may also be people who you know with stories of courage, heroism, hard work or success that would be willing to share their story. We would also welcome visits or contact information from 'famous' people e.g. sport stars, chefs, actors...

Please contact your child's class teacher if you or someone you know can share their story.



Arts Performances

We are lucky to have two performing groups visit Kākāpō syndicate this term. The New Zealand Playhouse are performing "The Tortoise and the Hare" Friday 26 July. We also welcome a percussion performance "Kaboom" on Tuesday 3 September.

Te Reo and Kapa Haka

Alwyn will continue to work in classes once a fortnight.

The Kapa Haka group are working towards the annual St Brigids Kapa Haka Festival on Saturday 21 September held at Newlands College this year. More details will be shared closer to the time.

Literacy

The best way to improve our literacy is by using literacy. Here are some suggestions for encouraging literacy at home:

- read aloud to a family member or to yourself
- write a play to perform with family members
- email a grandparent or friend
- send a letter to a relative or friend
- visit the library
- set yourself a list of books to read
- read magazines
- play scrabble
- word finds and crosswords

Teachers continue to open up the world of reading to children by introducing a broad range of books and authors at school. During our weekly visits to the school library and daily reading programmes children are exposed to a range of authors and text types (graphic novels, novels, picture books...). At home children are encouraged to read texts that they enjoy to themselves or someone else reads to them. Audio books are another option for children to listen to. Reading at home is a helpful way of lifting a child's reading mileage and should be enjoyable not a chore. If children are reluctant to read at home please don't force it. Reading to your child helps to develop comprehension, exposes new vocabulary and develops an interest in reading. Remember not all children grow into avid readers and this is okay. Reading is primarily about the function of decoding for meaning. Reading for enjoyment is a bonus.

The following is a list of authors Kākāpō children told us they enjoy:

David Walliams, Roald Dahl, Dav Pilkey, Enid Blyton, Michael Morpurgo, Jeff Kinney, Holly Webb, Kate Fawcett, E.B. White, Johanas Brown, J E Bright, R A Spratt, Lincoln Peirce, J K

Rowling, Jacqueline Wilson, Andy Griffiths, Tom Gates, Frank Lampard, Sir Tony Robinson, Margaret Mahy, Joy Cowley, Paul Jennings...and of course books that parents recall from their own childhood.

Our writing focus will have an emphasis on narrative texts in term three. When children write using the narrative text type they are writing stories using a setting, plot, characters, problems and a solution.

Numeracy

Basic facts continues to be a major focus across the school and in our daily mathematics programmes. You can best help your child by revising basic facts at home. A useful website is <https://maths.prototec.co.nz/> to boost speed of recall. We will also be exploring geometry (identifying shapes, translating, reflecting, rotating and tessellations). The following is an excerpt from nzmaths <https://nzmaths.co.nz/geometry-information> about the purpose of teaching geometry:

Why teach Geometry?

There are a number of reasons why geometry holds an important place in the curriculum. We list some of these below.

- We live in an obviously three-dimensional world that we walk through, explore and use every minute of every day. We need to come to grips with this environment in order to carry out even the simplest of tasks. So it is important that we learn both a vocabulary with which we can talk about the space that we occupy and the properties that this space has.
- In particular, we need to know about shapes as part of our everyday vocabulary because many common objects are in the shape of squares, circles, cubes, spheres etc. (or are sufficiently close approximations to these shapes). From time to time we need to construct certain shapes to wrap up presents and so on. Some people, such as carpenters, construct shapes on a daily basis as part of their job.
- Position is an important aspect of our world. Many billions of dollars has been spent in satellites that enable ships to accurately determine their exact location (the Global Positioning System). On a more mundane level we use maps to find our way to a friend's new house and give directions to people on the street. All such activities are geometric in nature.
- Aspects of geometry are predominant in art and in aesthetics. We like to have symmetrical shapes in our houses. (How many asymmetric doors and windows can you remember seeing?) Wallpaper patterns are prime examples of symmetry in our everyday life. And art, dance, and fine arts generally, are often based on the pleasing nature of symmetry.
- Geometry has been central to the historical development of mathematics itself. Through it were developed concepts such as abstraction, generalisation, deduction and proof. It still provides an avenue through which students can come to a deeper understanding of the nature of mathematics itself. Although such an understanding of mathematics and geometry is beyond the scope of primary students, nevertheless, they can, and should, still acquire spatial intuition and knowledge of various geometric concepts. This should provide a firm foundation on which secondary school and university geometry, and indeed mathematics itself, can be built.

Triathlon

In term four Kākāpō syndicate will be holding our annual triathlon. Although it is called a triathlon (swim, cycle, run) we also offer a biathlon (swim, run) and an ultrathon which is a longer version of the triathlon. The cycle section requires children to bike twice around the lower courts. We are making families aware of this now to give plenty of time to practise riding a bicycle and tying shoes quickly without too much adult help. Children are able to select any swimming stroke or simply walk the length of the pool. The event is about active participation for everyone.

STRIVE

STRIVE is an optional Year 3-6 home learning programme. At the beginning of the year each child received a STRIVE booklet that explains how STRIVE works and outlines all of the activities. The programme was designed to give children the opportunity to apply literacy and numeracy skills at home within authentic contexts for them. Most children collate their completed STRIVE activities in an exercise book or clearfile.

Teachers encourage children to share with the class completed STRIVE work to give other children ideas. We have received some spectacular STRIVE projects this year. To complete STRIVE and receive a certificate at our special STRIVE assembly children in Year 3 need to complete six activities or seven activities in Year 4.

Physical Education

Teachers have been continuing working with Sport Wellington to use the Sport Start education programme. This term we are focusing on target games. We are fortunate to have a range of indoor physical education equipment including bean bags and soft balls so that lessons can be modified and taught indoors on wet days.

Messages

If you need to contact your child with an urgent message please notify the office to ensure the message is received rather than the class teacher.

The Kākāpō Team

Sarah Simpson (team leader), Christina Johnstone, Lucy Unsworth, Tessa Willis, Dan Byrne, Liz Blackwell and Caroline Dinniss (Miss Summers)

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