



Kōwhai Area News

DEAR PARENTS AND CAREGIVERS

Kia ora koutou katoa

A very warm welcome to our new students and their families who have joined us at Ss Peter and Paul School. It is lovely to have you as part of our school community.

The new school term is now well underway and the children are busy and involved in a wide range of learning experiences.

A big thank you to all of our parent helpers for their support with our trip to Botanic Gardens last term and The Dowse this term. No matter how big or small these extra learning opportunities seem, none of them would be possible without your continued support. We look forward to even more opportunities where you can join us in our learning.

CURRICULUM AND INQUIRY

We will continue this term with our overarching concept of 'Patterns'. Our 'Big Ideas' that we have been relating our learning to are:

- Patterns repeat
- Patterns are everywhere
- Patterns can be created

Religious Education

The focus of our discussions in Religious Education this term comes under the theme Te Rongopai Good News - Stories About Jesus. We are learning about Jesus' life on Earth from the start to the Resurrection. We know that Jesus was a real person who lived 2,000 years ago in the country named Israel. Our learning will make connections to our own stories as tamariki living in Aotearoa, particularly how we are similar or different to that of Jesus' time.

Kowhai will also look into how Hehu Karaiti was raised in a loving whanau and experienced a number of things children his age do. We will listen to some Bible stories and think about what they are teaching us. Read through this [whanau page](#) to know how you can extend these conversations at home.

Aotearoa New Zealand Histories

Much of our learning in NZ Histories will be on understanding where we are from through our stories. Using the purakau (stories) - Ranginui and Papatuanuku, Tane and Te Ika a Maui, the tamariki will build their knowledge of people, society and their environments. We will use this learning to understand values and perspectives, particularly looking closely at how people have acted in the past and at present.

By the end of the term, our learning will be presented as a class mural that will showcase stories from the past and our own. We look forward to being able to share these with you and have your child explain their learning through the class mural.

The ARTS

Kowhai students will be developing their understanding of the Visual Arts this term. They will make artworks using different materials, techniques and processes to express their ideas, observations and imagination. Students will learn that shapes represent ideas and symbolise meaning. They will view the Koru art of Raewyn Harris as inspiration to create an artwork with koru spiral shapes and other organic lines and natural shapes, and as they do so, describe the artworks they make and view.

Understanding the Curriculum

Supporting Early Mathematics

It is important for children to understand that being good at Maths is more than getting things right and knowing the answer immediately. It is important to build children's confidence and ability to strive, explore, and work in different ways. At school, we design learning that helps strengthen the children's confidence and ability to explore and work in different ways. We encourage you to praise your child not just for the right answer but for asking questions, making mistakes, taking risks and investigating real life problems. At home you can reinforce this as you explore maths together.

What can you do to support your child's early mathematics development at home?

- Have fun with numbers

Ideas to try: As you go for a walk read the numbers on the letterboxes; predict which number comes next; notice and talk about odd and even numbers.

How does exploring numbers support early mathematics? A fundamental understanding of how our numbers fit together is essential for addition and subtraction, then later on multiplication and division.

- Play Games together

Ideas to try: Playing board and other counting games helps your child to develop number sense. They serve as an early introduction to making numbers bigger and smaller through addition and subtraction. Dice, cards and dominoes are fantastic tools to use.

- Involve your child in cooking; this is an ideal time to learn about fractions, sequencing, temperature, weight and capacity.
- Explore patterns in nature, in architecture and in books. Be curious; try repeating them or making your own.
- Name shapes and make pictures from shapes.
- Draw treasure maps then write directions to find the treasure.



Supporting Early Literacy (taken from an article written by Dr Vicki Hargraves, prepared for the Education Hub)

Tips for reading with your child, toddler or infant

- **Encourage children to read for enjoyment**, make reading fun and follow children's interest. Children who are allowed to choose books and take the lead in reading (perhaps by holding the book and turning the pages) demonstrate higher levels of interest in reading, are more likely to initiate reading and to attend to the information and skills being demonstrated.
- **Provide a range of appropriate choices**, books that are not too complex but extend your child in some way. Read a variety of books including information books, rhyming texts, nursery rhymes and poetry. Don't be limited to printed books, but also tell your child stories (fairy stories can be the easiest to retell, or tell them stories about themselves and their siblings), look at e-books and use puppets and props. This is important for infants and toddlers as well as older children.
- **Read the same stories over and over again**, which is found to help children learn vocabulary, engage in dialogue and develop more elaborated interpretations of the story. Infants and toddlers are likely to demand many retellings! With repeated readings, children have a safe context in which to learn language, and are likely to imitate your reading, perhaps even memorising the text and 'reading' the book to themselves.
- **Ensure an active role for your child**. For example, invite your child to actively puzzle over the events of the story, or encourage them to 'read' particular parts of the book using the context or pictures as clues, or by matching the rhyme, for example.

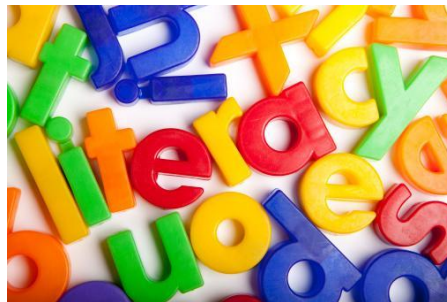
There are two main ways to support children's learning from books (both of which can be used together).

The first is pausing during the story to **engage in discussion** about what you're reading, and the second is **pointing to the features** of print while you are reading. These strategies work for infants and toddlers as well as older children.

Discuss the story

Use questioning and thoughtful responses to children's interests when reading stories to stimulate dialogue and discussion that promotes learning.

- **Before reading, discuss the title of the book and the cover illustration.** Ask 'what do you think the character is doing?' or 'what do you think this story might be about?'
- **Talk about the illustrations:** label the things you see, comment on and ask questions about the illustrations.
- **Ask open-ended questions** (what, where, when, who?). Affirm children's responses, and repeat and expand on what your child says, or try to follow children's answers with another question, such as 'Would you like to ride on a train like that?'
- Help children understand and interpret text by **drawing on real-life experiences:** 'Do you remember the train we went on last year? It wasn't quite like this one, was it?' This kind of decontextualized language is important for developing literacy skills.
- **Focus on new vocabulary** by pointing out new words, explaining their meaning, providing examples, and finding ways to practise the new vocabulary outside of the story. For example, you might set up play contexts related to children's favourite books, such as toy dogs, beds, leads, food bowls and blankets for Hairy McClary.
- When reading with infants and toddlers, focus on learning vocabulary and using pictures to spark conversations. You might deviate from the text and find ways to get your child's attention by pointing to, labelling and commenting on the pictures.



Click [here](#) to find out more about Maths and Literacy at home.

Reminders

As we are a 'water only' school, we thank you for ensuring treats such as juice or flavoured milk are saved for home. On another note, we have noticed some non uniform items appearing. Nail polish and fancy hair accessories are not part of our school uniform. For further information on our uniform regulations, please visit our [school website](#).

Birthday celebrations - we all enjoy the opportunity to celebrate and acknowledge a birthday. In our classrooms and wider cohort, we ensure every child is acknowledged equally and fairly for their birthday. We respectfully ask that you save any additional acknowledgements (e.g. cake, party bags etc) for your child's celebrations at home.

The partnership between home and school is critical to the success of our learning community and the quality of learning experiences. If you need to communicate with your child's classroom teacher please contact them through admin@stpeterpaul.school.nz or kowhaial@stpeterpaul.school.nz

Coming up this term

Cross Country Fun Run Monday 26 May at 1:45pm – all invited to cheer us on

Teacher Only Day Friday 27 June

Kings' Birthday Monday 2 June

Matariki Friday 20 June

Learning Conferences Tuesday 17 June and Thursday 19 June

Ngā mihi nui

Elaine Stewart, Emalyn Jiang, Laura Rose, Margie Hahn, Sarah Tweedie, Giana Maroon and Suni Abraham

Kōwhai Area Teachers