



May 2021

Kia ora Kowhai Pod Whanau

Welcome to all who are returning to CDPS - we hope you have all had a refreshing break. Welcome to all our new families - we look forward to getting to know you better.

Kowhai Pod teaching staff and contact details for 2021:

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Classroom programmes in Term 2

We use a collaborative teaching and learning style across CDPS. This term in Kowhai Pod we have four homegroups to start our day. We work in our homegroups but also do parts of our learning working in mixed groups across the Pod. Some of these groups are student selected and some are teacher directed.

Our day is broken into three main learning blocks: discovery space (play-based learning), literacy, numeracy. Our overall timetable looks like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Arrive: morning routine - hanging up bags, greeting friends & playing outdoors or within homerooms				
9:00 - 9:15	Homegroup spaces for registration, greetings / karakia (Wednesday - Kapa haka)				
9:15 - 10:35	Kowhai Pod Discovery Space - working in student selected, social groups across the Pod exploring their own lines of inquiry.				
10:35 - 11:15	Morning Break				
11:15 - 12:55	Literacy: small group instruction with related activities to consolidate learning. Work in this block includes: links with inquiry, visits to the library, developing oral language, P4C, reading and writing.				
12:50 - 1:30	Lunch Break				
1:30 - 3:00	Maths - small group instruction with related activities to consolidate learning. PE / Art / Jump Jam / whole school activities / assemblies				

Inquiry Theme:

This year our inquiry work stems from the concept of Tūrangawaewae: understanding where I 'stand' - where we feel confident, where we feel we belong and feel respected / valued. We will be continuing the process of getting to know each other better by sharing about ourselves and our families, especially in the New Entrance group. Across the Pod we will be broadening our focus to include care for our special local spaces such as our school and local bush areas. We will look specifically at things that shape or impact those spaces e.g. land formation, weather impact, effects of people. We will also start learning about the plants and things that live in the bush and continue this learning during term three. As part of our inquiry work, we are going to the Wellington City museum to take part in their programme focusing on special places in Wellington. Students will have the opportunity to look at taonga in the museum and look at some of the areas along the waterfront.

Maths:

This term our learning is around the use of whole numbers, fair sharing and fractions, weight and capacity. Some things to do at home that will support your child's learning include:

- baking - talking about the measurements, capacity / weight / fractions
- talking about months of the year / birthday dates
- playing board games, dominoes, card games
- counting songs including patterns of counting in 2's 5's 10's

Literacy:

There are several parts to our literacy programme - Phonics / spelling / word work, Letter recognition and formation / Handwriting, Reading, Writing. Students regularly explore concepts in small groups with support, continue to practice and consolidate understanding through independent work, and finally share their learning with others.

Phonics / spelling / word work

Our phonics programme is called "Letters and Sounds." You can look at this here: [Letters and Sounds](#)
The New Entrance class covers some of the work in phase one, and all students work through phases 2-6. Once there is a solid foundation established, there is an extension programme to follow.

When referring to essential word knowledge, we are using the following Spellwrite Essential Word Lists:

Spelling List 1

a	I	it	the	was
and	in	my	to	we

Spelling List 2

at	had	of	that	up
but	he	on	then	went
for	is	she	there	when
got	me	so	they	you

Spelling List 3

about	be	go	into	our
after	because	going	just	out
all	came	have	like	said
are	day	her	mum	some
as	down	his	not	were
back	get	home	one	with

Spelling List 4

again	do	next	people	time
an	first	night	put	took
around	food	no	ran	two
big	from	now	saw	us
by	good	off	school	very
can	has	old	see	what
come	him	only	started	well
could	house	or	their	will
dad	if	other	them	would
did	little	over	this	your

Playing "I Spy" alternating using letter names and letter sounds is a fun way of reinforcing some of the phonics work. "Snap" with capital letters / lower case letters or high frequency words also supports classroom learning.

Some ways to practise words include <https://www.thoughtco.com/ways-to-practice-spelling-words-2086716>

Handwriting

[NZ Curriculum - handwriting](#)



ITL OQCG
EFH USJ
AVWM XY
DPRB KZN

Reading

Our reading programme includes learning in guided workshops, and reinforcing learning through engaging in a variety of individual work:

- **Personal Reading:** Select and read independently for enjoyment and information; meet personal goals building fluency through "reading mileage."
- **Instructional Reading:** ongoing individual personal goals around building decoding skills and fluency in reading
- **Shared Reading:** building concepts about print including understanding punctuation, knowing the difference between letter/word, parts of a book, building word families, identifying syllables and rhyme.
- **On-going Focus:**
 1. Strengthen ability to search for and use interrelated sources of information (semantic, syntactic, and visual and graphophonic).
 2. Apply a growing range of word-solving strategies and comprehension strategies to make or confirm meaning.

Supporting reading at home:

- read and talk together about the poems, group readers, and library books from school
- show your child how to use the public library effectively
- share books, comics, magazines, newspapers you have at home
- talk about books you enjoyed reading at the same age and possibly share those books with your child - do they enjoy them? Why/Why not? Are the topics similar / different to ones they are reading now?
- for Y2s if you have a book and movie version of the same story have a simple discussion comparing the things that are the same or different in each version. Which version was most enjoyable? Why?

Some skills that young readers are developing, with some approaches to supporting this are outlined here:

<p>Connect With The Book</p> <p>Explain what they know about the book so far.</p> <p>Connect with the themes of the book.</p> <p>Relate parts of the book to their own lives and experiences.</p>	<p>Suggest</p> <p>Make logical, plausible or inventive suggestions as to what <i>could</i> happen next in the book or about the character(s) personality and intentions.</p>	<p>Question</p> <p>Ask 'Looking' questions: Find answers to their questions in the text.</p> <p>Ask 'Clue' questions: Use clues in the text to find answers.</p> <p>Ask 'Thinking' questions: Give their opinion on the text.</p>	<p>Clarify</p> <p>Ask for clarification about unknown words or phrases.</p> <p>Look to confirm they understand what's going on.</p>
<p>Summarise</p> <p>Tell you the main events, actions, or ideas in the text so far.</p> <p>Cut out what isn't needed and only tell you what is most important.</p>	<p>Think Aloud</p> <p>Read a few sentences or a paragraph and talk about their thoughts so far.</p>	<p>Visualise</p> <p>Develop a visual image of the written text.</p> <p>Draw about what they have read.</p>	<p>Reader In The Writer</p> <p>Develop a written text based on or in personal response to what they have read.</p>



School library

Visits to the school library will take place with your child's literacy teacher and happen weekly:

Thursday: Room 6 & 7

Friday: Room 4 & 5

Children may borrow a maximum of two books per week. Books can be borrowed for two weeks. Please notify your child's literacy teacher or the library, if a book becomes lost or damaged so that your child can continue to use the library resources.

Writing

Our writing programme includes modelled examples and time for individual practise. This term we will continue to explore a range of genres including recount, non-fiction genres including; flow charts, non chronological reports, annotated diagrams, observations. Some of our writing focus will be linked with our inquiry work.

Supporting writing at home:

- Taking advantage of family events / occasions to encourage writing opportunities such as notes, lists, letters / cards /notes, composing and sending email will support progress in recording ideas.
- Letting your child see you using writing as a recording method - on paper as well as digital formats.
- Proactively raising awareness of the purpose of writing by ...
 - Intentionally pointing out and talking ways writing has been used to record ideas in the environment eg signs in shops, magazines / books, captions on the news or maybe subtitles in a movie.
 - Talking about a favourite author and thinking about how stories start with an idea that is committed to print form.

Te Ao Māori: Te Ao Māori will continue to be an integrated part of our classroom programme with language learning incorporated throughout the week. We also have specific Te Reo sessions with Fiona Maddever and Junior Kapa Haka with Hemi Prime on a weekly basis.

KiVa: CDPS is a KiVa school. KiVa is an anti bullying programme developed in Finland. It offers a wide range of concrete tools and materials for schools to tackle bullying. We have a very caring learning environment at CDPS. KiVa is an effective tool to help maintain and nurture our inclusive culture. You can find out more about the programme here: <https://www.kivaprogram.net>

Wheel Wednesdays: Students may bring their scooter, skateboard or roller skates / blades to ride on the back court during break time. Safety gear is required to be worn in order to participate. Scooters are ridden on the back court at all times.

Discovery SPACE /inquiry /art: donations of the following, given to your homeroom teacher, would be appreciated:

- Clean cereal or similar sized boxes, cardboard tubes or cardboard sheets of various sizes
- Collage bits such as cellophane, wool, fabric scraps, ribbon, buttons...
- Clean socks to make into puppets

Clothing:

- Spare change of clothing is required for **every** child. Please have an outfit in your child's bag that can be used if needed.
- Raincoats, gumboots: We will be outdoors, sometimes in light showers, and there are often lots of puddles and mud around during the winter months.

Food:

- **Drink bottles** are essential as our water fountains are not in use. These need to be taken home and washed regularly.
- **Allergies** - as a school we do not currently have rules banning particular food types however please be aware that we do have several children who have very severe nut allergies including walnuts and peanuts. Please remind your child that because of this, it is kinder **not** to share food with friends.
- **Sausage sizzle and sushi** – Please check the school website for these dates. Order sheets will be in your child's homeroom. Orders need to be filled out before 8:55am when they are sent to the office. We don't currently cater for specific dietary needs such as vegan or gluten free options but if you would like your child to participate, one approach that has worked in the past, is taking a wrapped, named item to the office (eg GF bun) which is then served for your child at lunch time.

Birthdays - If you have party invitations to hand out during the year, please consider the feelings of young students who are learning to manage disappointment: we suggest your child does this quietly before or after school.

Parent help:

There are always lots of ways to support learning and be involved in our school programme. This term we would really appreciate your help in the following ways:

- Helpers for our trip to the museum on Monday 10th May. (whole day)
- Joining us for excursions to Otari Bush. (mornings, weather dependent, dates TBC.)
- We are keen to reactivate the worm farm and teach students how to maintain this.
- Building some planter boxes for putting in front of the classrooms - ideally students would be involved with this.
- Weaving with flax.

Permissions for trips: As mentioned earlier in the year, from time to time we have trips and need parent permission. This year we are using a [2021 Trip Permission Form](#) to cover most of our Wellington trips. In order to support this, we need you to complete this form. We will inform you of any costs incurred and when trips are occurring, but we felt this form would streamline the process for everyone. Could you please complete the form, if you haven't signed it yet.

Ngā mihi,

Liz, Jodi, Erin, Sarah, Schiehallion
Kowhai Pod teaching staff