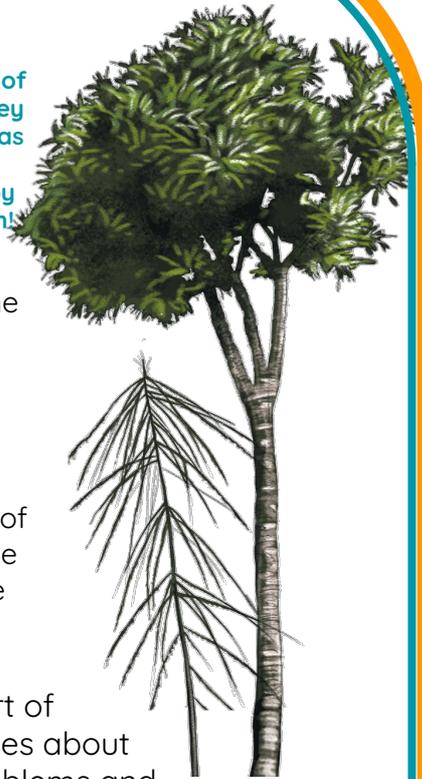


Te Pihinga Panui #15

Term 3/4 ~ Weeks 9&1 ~ 2020

Are your children a bit emotional at the moment? Tired? Grumpy? This is normal end of term behaviour. Keep validating their feelings and supporting them to understand they won't feel this way all the time but it is normal to feel this way sometimes especially as we come to the end of the term and we're ready for a break.

This newsletter is for the last week of this term and the first week of next term. Enjoy the break from having to get to school by 9am, make lunches and find clean uniforms!

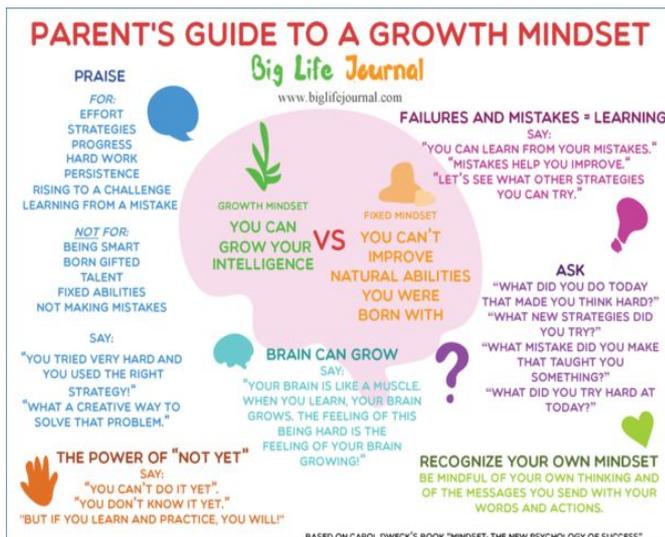


Coming up:

- **Reports:** Look out for your child's report in your email inbox by the end of week one next term. This is a progress report. Parent interviews will be in week 2 of next term.
- **What can you do?** Read through the report with your child, celebrate progress and talk about the next steps. If children have stayed the same talk about the natural flow and ebb of learning, sometimes we are still consolidating learning or we have an area of need that we are all responsible for helping with. Take a look at the next steps and put a plan in place as to how you can help achieve these steps at home too.

Circle time:

- Circle time is every Friday morning. It is a very important part of our RCS curriculum and gives us a chance to teach our classes about handling emotions, being restorative in the way we solve problems and other social skills necessary to become wholehearted people. Both TP classes have covered growth mindset this year. Next term we'll be going through the Feel Brave programme which focuses on resilience and emotional well being.
- **What can you do?** Ask your children about circle time. Find out about growth mindset language and use this with your children in everyday conversation.



Writing: Next term we begin our writing programme with learning how to write informational texts. This is often a fun genre to explore. **What can you do to help?** Visit the library and find books that are informational texts and read them together. An informational text has a structure to it. Discuss how an informational text is different from poems, narratives, reports etc. Ask your children what they notice about an informational text and how it is set out, what kind of words are used to write it etc.

Thank you! We are so grateful to our parent helpers that came to Riccarton Bush and to those who volunteered but weren't needed as well. Thank you for giving up your day to support us in this outdoor activity as I'm sure you will agree, these are the moments children will remember forever about their school days, in class stuff, not so much! :)

Reminders

- School holidays start on Monday the 28th of September and Term 4 begins on Monday the 11th of October.
- The fourth term is **HAT** term! Dig out those hats, name them clearly and make sure your child has a black bucket style hat for school! Caps are NOT acceptable at school and your child will be disappointed if they can't wear it so best keep them at home. Thanks.
- Take the time to rename your children's uniform, returning uniform to the right child is so easy when it's named clearly.
- There's a sausage sizzle on Friday, week 10, money with the sausage sizzle form can be brought in before Friday. PS Thanks to everyone who got their spell-a-thon money in quickly. :)

Up-and-Coming Events

Week 10	Monday 21 Sept	TP goes to Riccarton Bush; Science trip
	Tuesday 22nd Sept Wednesday 23rd Sept	Please return all school library books to the library at lunch time School photos, whole school assembly celebrating end of term values awards (if we're in level one, you're welcome to come!)
	Friday 25 Sept	Sausage sizzle, Last day of the term :) Mufti day, come dressed in stars and sparkles! Bring a gold coin donation.
Term 4 Week 1	Monday 12 October	First day of term 4 Library book exchange for TP
	Tuesday 13 Oct Wed 14 Oct Thursday 15 Oct Friday 16 Oct	Assembly, 2:15 pm ALL welcome at level 1. Shake it out day (EQ awareness day), SAST sports event
	Monday/Tuesday	Meetings: Please be aware all teachers have meetings on these days, so please pick your children up promptly so we can get ready for these. Wheels day means children are able to bring their skateboards, scooters, bikes etc. to play on at break time.
	Wednesday	

Living Christianly

Understanding different values and worldviews

Taking time to understand others communicates our love. Christians seek to understand both our own views and implicit beliefs as well as those that shape society around us. We are equipped to bring hope and understanding, by examining our own values and ways of seeing the world against those of God and by listening to others and evaluating their opinions against ours.

Memory verse: **Galatians 3:28** For you are all one in Christ Jesus. **Theme:** We can have unity & diversity. **Story:** Paul and the Jews and Gentiles.

Term 4: Week 1: This term our value is Excellent in Character. We'll be studying a different character from the story of the birth of Jesus each week and relating this to our school values rubric.

Self-regulation and responsibility for learning

God has designed us in His image and has empowered us with a free-will. The Bible teaches us that we are to take responsibility for ourselves and our own actions. Character: Zacheriah.



Blessings from the Te Pihinga team:

Mrs Lynda Siave - Horoeka- year 3/4
Mr Ira Redepenning - Matipo-year 4/5
Mrs Anna Thirkell- Wednesday Matipo
Mr Dennis Marshall: Thursday in Horoeka
Mrs Beth Marlin: Teacher assistant/ELL



Writing in TP:

We've done a whole term learning how to make great sentences. The programme is called Write that Essay and uses trains and carriages to teach how to write better sentences. The train is always the subject and the carriages support the subject. It's a fun and engaging way to learn grammar and sentence structure.

Finn and Athena are thinking of a fitting adverb to put on a 'carriage' to support the verb they have chosen for the subject. They know that adverbs usually end in 'ly'.



What can you do?

When you read with your children, talk about how the author has used words and sentence structure to keep the audience (you) engaged. Notice how sentences go from simple to complex and back to simple to keep the reader interested. Ask how your child might do that in their own writing. Have a go!

Did you know it's ok to write simple sentences? Sometimes they add the impact we want our reader to hear or feel!

The pieces the children are writing on are called sentence trains. The carriage can go in front of the train but if it does, it must have a comma.

