

Te Pihinga Panui #18

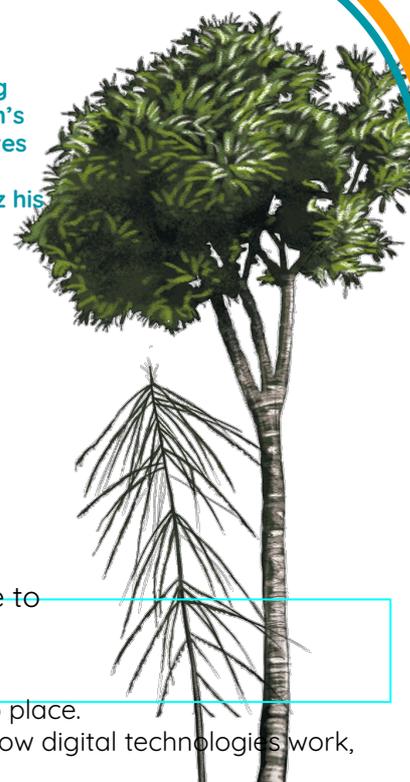
Term 4 ~ Weeks 1 & 2 ~ 2020

Welcome back to school everyone. It was great to see all our smiling faces, looking refreshed and eager to learn again last Monday. I've enjoyed looking at our children's reports and feel considering the year that has been we've managed to keep ourselves pretty well on track. So congratulations to all of us!

A very warm welcome to James Gosling and his whanau (Horoeaka) and John Ordenez his whanau (Matipo)

Coming up:

- **Reports:** Sometime this week you will have received your child's school report via email. Check the spam folder if you haven't received the report and if you still can't find it ring Marianne Edwards in the office to find out where it is. Unless your child has just begun with us, everyone has one.
- **What can you do?** Write down your questions or thoughts and come to parent conferences to share them with your child's kōhanga teacher. This is a great opportunity to celebrate the learning your child has done and talk about how we can continue to help your child grow. Looking forward to seeing you next week!



The digital curriculum:

This year teachers in NZ have been asked to put the new digital curriculum into place.

What is it? The new content is about teaching our tamariki and young people how digital technologies work, and how they can use that knowledge to solve problems:

There are two parts to it:

1. **Computational Thinking for Digital Technologies:** Students will develop an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users.
2. **Designing and developing digital outcomes:** That is they will learn how to design quality, fit for purpose, digital solutions.

How will it be done?: Up to year 5 we are expected to cover outcome 1: *In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later.*

Digital technology isn't going to be a separate subject. Rather, it will be integrated into what we already do as there are many opportunities during the day to be meet the outcomes. We have actually found that most of this learning is already achieved now. As an example for weeks 1 and 2 we have been doing a Geometry unit in maths, that has had the children learning about position and orientation. Children were learning about how to be a programmer and write a simple program using letters and symbols to get their 'human robots' to move to where they wanted them to go. Another example is, everytime the children use google docs we are covering what is expected in outcome one of the curriculum.

When the teachers plan ahead we'll be looking for ways in which we can cover outcome one in authentic ways and how to use the new language ourselves so that we recognise the right time to use it too!

What can you do at home? Children actually learn computational thinking when they play. It's not all about devices, so encourage them to play in ways that involve them having to create things and solve problems along the way. Encourage your children to use their devices as a tool in a creative way. For example, filming and editing a video is a simple way that would be enjoyable and could take them outdoors too!

Reminders

- **HATS must be worn outside at school in term 4. Please ensure your child has a NAMED school hat. The hat can be kept at school and returned on Friday for washing if that helps.**
- We want our children to strive to be excellent in their character and wearing the correct school uniform is one way they can take pride in their appearance. Please assist your children to leave home in the correct school uniform. If your child isn't wearing the correct uniform for any reason then drop an email, txt, seesaw note or an old fashioned paper note to let the kōhanga teacher know. Thanks for your support
- **Learning conferences are next week...please come :)**

Up-and-Coming Events

Week 2	Monday 19/10 Tuesday 20/10 Wednesday 21/10 Thursday 22/10	Week 2 begins, library book exchange for TP NO ASSEMBLY due to our extra busy schedule and Senior leadership team in a meeting all day. Kids 4 Kids concert (only for those involved in choir)
Week 3	Monday 26/10 Tuesday 27/10 Wednesday 28/10 Thursday 29/10	LABOUR day, no school Learning conferences 2-7pm Assembly 2:20 pm in the main block, all welcome Learning conferences 3:15-6pm
Weekly	Monday/Tuesday Wednesday	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. Assembly: 2:20 in the main block. You are all welcome :)

Living Christianly

Learning to deep learn

The Bible teaches that whatever work we do we should do this for the Glory of God. It also teaches that as we listen and synthesise new knowledge, we grow in wisdom. Jesus taught that we are to use the gifts, talents and opportunities given to us for furthering His Kingdom.

Memory verse: Colossians 3:23 ICB In all the work you are doing, work the best you can. Work as if you were working for the Lord, not for men.

Character study: Elizabeth

Term 4: Week 2/3: 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:



Whatever you do
WORK AT IT WITH 
ALL YOUR heart
as WORKING FOR THE LORD
not for men
Colossians 3:23
www.TheBrightSideOfReality.com

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.

