



# Welcome to the Karaka Whanau Years 1-3

**Our vision:** Stand Tall, Aim High

**Our core values:** Responsibility, Respect, Resilience  
for ourselves, others and the environment

# Karaka Whanau Teachers/Rooms



Louise Iminoff/Margaret Allen	Year 3	Room 12
Audrey Yap	Year 3	Room 13
Sue Turnbull	Year 2	Room 14
Tracy Gough	Year 2	Room 15
Jo Ranger	Year 2	Room 17
Gill Ramsbottom	Year 1	Room 18
Vicki Finnigan	Year 1	Room 16
(Adrienne Dell relieving for Vicki)		

# Differentiated Learning



- We group according to each individual's level and/or learning need. We teach to student gaps, and what each individual child needs. e.g. a typical maths lesson may start with the whole class, then those who understand the concept move on to independent follow-up work, leaving a smaller group to teach the concept again/in a different/simplified way, then when children have understood the concept they move off, and so on
- Groups are very fluid- a child may be in several different groups throughout the year as they progress e.g. Children learn at different rates just like they grow in height- a spurt, a plateau to consolidate
- Children come into school at a wide variety of levels and that remains throughout their schooling. The children do not all end up at the same point when they leave our classrooms.

# Welcoming Year 3 as Karaka Whanau

- A lot will be business as usual, meaning that what the Year 3s have always done, they will continue to do; what they learn, where they play/eat, sports uniform/sporting opportunities and so on
- The bonus of the Year 3s joining Karaka Whanau is that they will have leadership opportunities as the year progresses; mentoring, helping with the younger children in our Whanau e.g. sports shed monitors, hearing younger children read/practising numbers and counting for 10 minutes after lunch. More opportunities will come to light throughout the year.



# Special Programmes

## Smart Moves

- Is a perceptual motor programme where language is the key factor in providing the perceptual knowledge about the motor experience. We teach this in Years 1-2 while Year 3s have a more formal sports education programme they have participated in previous years.

## Swimtastic Term 4

- Eight swimming lessons (over two weeks) taught at Swimtastic in the last part of Term 4. The final lesson is about water safety.

# IT Programmes/Tools for Karaka Whanau

- Reading Eggs/Fast Phonics: Year 1s
- Mathseeds and STEPS: Year 2
- Sunshine online/Classics
- Simple coding with Beebots and Scratch
- Seesaw

## IT Skills

- How to type in their usernames and passwords
- Taking photos, video, recording voice
- Use a QR code
- Draw - letters, numbers, pictures for writing
- Thinking carefully of the answer (opposed to guessing/pushing any button)
- How to care for ipads



# Cyber Safety

- Teachers ensure all parents have signed the Cyber Safety agreement on behalf of your child
- Children are taught Cyber Safety:
  - Keep your password to yourself
  - If it's online it is always there so take sensible photos, write sensibly so that your grandmother or Marie would be proud to see

# Basic Facts for Year 3

- Basic facts are part of Year 3 homework. We start with addition and subtraction and move on to multiplication and division later on in the year.
- The goal of this programme is to become fluent and accurate in their basic facts. The learning of basic facts eventually helps the children use different strategies when we do addition/ subtraction or multiplication/ division in class.
- Students have a test each Friday. If they get full marks in 4 minutes in class, they will have a new list the next Friday.



# Seesaw

- Four posts per term will be uploaded to Seesaw
  - Reading
  - Writing
  - Maths
  - One other (Inquiry, Art, Phys Ed, etc)
- The posts will show your child's progression over the four terms. It is a snapshot of their learning at that time.
- Years 2 and 3 will be taught to upload many of the posts themselves, teaching them independence.
- Formal reports in terms two and four will be posted to Seesaw by the classroom teacher.

# What Parents Can Do To Help

- Support home learning e.g. reader, alphabet sounds and recognition, number identification
- Name of all clothing/belongings (rename if secondhand)
- Model personal hygiene (nose blowing, cough into elbow) - school models
- Encourage child to pack and carry own bag
- Pack the healthy snacks and lunch you feel is appropriate for them to finish eating
- Be really positive and cheery about the school day
- Encourage perseverance and resilience



# Main Challenges

- The day is long, with little downtime
- At first, some students could find school physically and mentally exhausting
- Often this exhaustion is most exhibited when they get home
- The expectation of students to listen to and complete instructions
- Encouragement of students to look after their own property, including packing their bags at the end of the day - fostering independence / self-management
- Independently eating and drinking enough throughout the day



# What Are The Reading/Writing/Maths Levels?

Karaka Whanau pages

# Communication Between Home and School

## **Emailing:**

- We will try and respond to parent emails as soon as we can. This may not be immediately as we are often not able to read emails during school time.
- If your email is sent in the night we will respond first thing in the morning

## **Face to Face Communication:**

- We would love to chat with you about any concerns or progress about your child if you need to but please make an appointment for more time with your child's teacher as 8:30am is a very busy time in the classroom for all.

## **ImmEDIATE information to be passed on:**

- We often don't read our emails during the day. Please phone Roz or Jenny in the office and pass on messages to them and they will let us know.



## Kindo/payment

If you are unsure of the school's payment system, see the link above for a brief video.

MOE Ideas to Help with Reading, Writing and Maths



Questions

Thank you for coming.