

2016

TERM 1



ST IGNATIUS
CATHOLIC SCHOOL



Mind Matters

Learning Community 3

Year 6



ST IGNATIUS
CATHOLIC SCHOOL



MIND MATTERS TERM I

TERM 1 2016

Welcome to the beginning of our 2016 learning year. Your children have begun the year full of energy and excitement about their learning at our place.

We extend a special warm welcome to Paul Rettkowitz and his family who have joined our school community this year.

It was great to meet so many of you at our Shrove Tuesday evening on 9th February.

COMMUNICATION

GENERAL

Newsletters and **Heads Up** notices are emailed to families, and available on the school website. Please also find out what's coming up by checking the **Calendar of Events**: www.stignatius.school.nz

WITH YOUR CHILD'S TEACHER

Email to make an appointment; include information about your query. Please be patient, teachers will communicate with you at the earliest opportunity.

Learning Community 3 Team consists of two kaitiaki groups:

3JP Whakapono; Mrs Jane Penney: jpenney@stignatius.school.nz

3PL Hana; Mrs Penny Lundy: plundy@stignatius.school.nz

WITH YOUR CHILD'S LEARNING COMMUNITY LEAD TEACHER

For further support and/or clarification regarding learning in LC3, please contact Jane Penney.

jpenney@stignatius.school.nz

WITH THE PRINCIPAL

If there is something you would like to discuss with the Principal or Associate Principal please contact directly and make an appointment.

Mrs Carol Sullivan principal@stignatius.school.nz

Mrs Robyn Lee rlee@stignatius.school.nz

All children are to bring 2 named water bottles each day!

Hydration helps grow healthy learning brains.

OUR ROUTINE

8.30am-8.40am Drop off

8.40am Morning Activity

8.55am Register

9.00am Learning Time

10.00am Fitness

10.10am Brainsnack and

Listen To Reading

10.20am Learning Time

11.15am Buddy Reading

Y6 reads with Y1

10mins 3x weekly

11.30am Lunchtime

12.15pm Mindfulness

12.30pm Learning Time

1.30pm Afternoon Play

1.50pm Learning Time

2.50pm School Day Ends

OUR LEARNING

CURRICULUM FOCUS

FUTURE

This year our school-wide umbrella concept is **FUTURE**. The enduring understandings and essential questions that ALL children are exploring are:

Enduring Understandings:

- *God calls us to care for the future of our common home*
- *All we do affects the future*

Essential Questions:

- *What is the future?*
- *Why is the future important?*
- *How can we follow in Jesus' footsteps to choose actions that make a difference to the future?*
- *How does the past affect the future?*
- *What can we learn from the past to help us prepare for the future?*

Through inquiry into these big ideas connections across all areas of the curriculum are made.

KEY COMPETENCIES:

"Key competencies are the capabilities that people have, and need to develop, to live and learn today and in the future." (<http://keycompetencies.tki.org.nz/What-are-KCs>)

In the NZ Curriculum there are 5 Key Competencies:

- Thinking
- Using language, symbols, and text
- Managing self
- Relating to others
- Participating & Contributing

The Key Competencies focus on the following skills for learning:

MANAGING SELF by:

- being self motivated
- having a 'can-do' attitude
- seeing themselves as capable learners
- being enterprising
- being resourceful, reliant, resilient
- having strategies for meeting challenges
- knowing when to lead, when to follow, when and how to act independently

PARTICIPATING & CONTRIBUTING by

- being actively involved in communities including family/whanau; school, common interest, culture
- learning, working, celebrating, playing
- contributing appropriately as a group member
- making connections with others
- creating opportunities for others in group
- understanding rights, roles, responsibilities

RELATING TO OTHERS by

- listening actively
- sharing ideas
- recognizing other points of view
- being aware of how words and actions affect others
- working effectively together
- knowing when it's appropriate to compete
- knowing when it's appropriate to co-operate
- coming up with new approaches, ideas, ways of thinking
- being open to new learning; take different roles in different situations

THINKING by

- using creative, critical, metacognitive processes
- making sense of information, experiences, ideas
- developing understanding, making decisions, shaping ideas, constructing knowledge
- seeking, using and creating knowledge
- reflecting on own learning
- drawing on personal knowledge and intuitions
- asking questions
- challenging basis of assumptions, perceptions

USING LANGUAGES, SYMBOLS AND TEXT by

- working with and make meaning of codes in which knowledge is expressed
- using language and symbols to produce texts: written, oral/aural, visual; mathematical, scientific, technological
- interpreting and using words, number, images, technologies
- recognizing how choices of languages, symbols and text, affect people's understanding
- using Digital Technologies to access and provide information, and communicate with others

GROWING SELF RESPONSIBILITY - OUR WAY

Our school values to be respectful, responsible, generous, happy learners underpin the following 'golden rules':

- I am gentle & kind
- I am helpful
- I listen and speak thoughtfully
- I am honest
- I am an active learner
- I look after property

OUTDOOR Safety Rules:

- I play well with others
- I care for our playground
- I keep myself and others safe

All children have signed our LC3 Treaty with the following wording:

- We will look after our things in our 'Common Home' at school
- We will respect others and their feelings
- We will take responsibility for our own learning and all we do

RELIGIOUS EDUCATION

Term 1: Charism and Prayer, Jesus Strand, Liturgical Year: Lent / Holy Week, Caritas

We have begun our term by exploring the importance of prayer - karakia in our daily lives. Students explored "What is Prayer?" and took time to set up their prayer tables, as well as reflecting on their own personal prayer journeys.

We have also learnt more about our school charism, in particular the legacy of St Mary MacKillop and the Josephite order of nuns who founded our school.

Through our learning about the **Jesus Strand, Lent and Holy Week** this term, we will explore how Jesus teaches us to apply the values of respect and responsibility when we celebrate special events in our church calendar together. We will also engage more deeply with our values of generosity when thinking of what we can do for others during the season of Lent, and find happiness as an outcome of being caring and giving.

Our **Caritas Lenten learning** provides us with an opportunity to grow in understanding of the experiences and challenges of Cambodians living in rural areas. Children will learn about the rich culture and recent sad history of Cambodia, while being exposed to social justice issues around food security, climate change, human rights and land rights.

All children have brought home their Lenten Calendars and are encouraged to return their 'Common Home' shapes to school and earn coins for their koha boxes.

Jesus Strand

Year 6 Learning Focus: The fullness of God's Revelation

Jesus Christ, the Son of God, revealed to the world that God is Abba – loving Father or Matua. In his mission on earth Jesus called on people to repent, through the grace of the Holy Spirit – Mana Atua, and to live lives of faith, hope and love. Jesus' whole life was a response of love – aroha for God and for people.

Liturgical Year: Lent and Holy Week

As a learning community we will prepare for the joyful celebration of Jesus' resurrection at Easter. Ash Wednesday marked the beginning of LENT – which is the 40 days we use to prepare for Easter. All Y6 children attended Mass on Ash Wednesday.

Children are learning more about the important days in our Liturgical Year and the traditions, symbols, and Bible readings that are associated with them.

Please refer to the Family-Whanau Book for ways that you might support your child in their R.E learning
<http://www.faithalive.org.nz/families/>

Check the calendar at www.stignatius.school.nz for dates of school and Hapu masses

MATHEMATICS

Strand: Statistics and Measurement

Children in LC3 have started their maths learning with our strand focus of STATISTICS. They have conducted a Statistical Investigation by posing and answering questions, gathering, recording and graphing data and communicating findings based on this data in a number of different contexts including our **Future** concept learning inquiries. In the second half of this term children will be learning to create and use appropriate units and devices to measure length, area, volume and capacity, weight, turn (angle), temperature and time.

Numeracy: Number and Algebra: Addition and Subtraction/ Algebra

Early this term we are also focusing on learning strategies to apply when adding and subtracting numbers. Through participating in lessons, group tasks, rich problem solving, and independent learning tasks, the children will practise new learning, consolidate number knowledge and apply strategies in context. Students will be grouped and taught according to their ADDITION and SUBTRACTION numeracy learning stages. Some of the addition and subtraction strategies explored will include different ways to solve problems for example: using basic facts and doubles knowledge, reversibility, equal additions, tidy numbers, place value methods, and written algorithms. In the latter five weeks we will focus on developing algebraic reasoning through problem solving activities that involve using equations and expressions, and identifying patterns and relationships.

Basic Facts: Maintenance

The children have regular practice of basic facts through practical activities, and mental mathematics, that reinforce their recall of these important facts. They will also continue to build knowledge and maintain basic facts learning at home using basic facts sheets and Mathletics.

LITERACY

By year 6 the focus for Literacy is to be able to read and write to access the curriculum. Learning involves shared, guided and independent reading, writing and speaking opportunities.

Writing: Authentic contexts for writing tasks include:

- writing detailed paragraphs to explain our Learning Community treaty
- prayer writing
- reflective journaling
- report writing
- using writing as a thinking tool and to share ideas
- publishing writing, including on our LC3 blog Blog

Spelling: Depending on each child's ability this may include:

- Bright as a Button
- Joy Allcock's – Switched on to Spelling programme
- learning essential Word Lists

Reading: Children learn to apply strategies that good readers use (making predictions, asking questions, making connections, clarifying, summarizing).

Most Y6 children are buddy coaches for the younger children three times a week. Buddy reading enables improvement in oral reading, fluency, accuracy and comprehension and gives our older children an opportunity to grow in generosity and leadership.

MAORI/ MUSIC/ THE ARTS

Te Reo/ Maori:

Many Year 6 children have committed to belong to the Kapa Haka core performance group which meets for an hour every Thursday. Those not involved in Kapa Haka spend this time learning Tikanga through the use of music, art, and oral language. All children learn Te Reo including using simple every day phrases.

Performing Arts:

Learners will communicate, create and share stories, including parts of the Holy Week story.

Visual Art:

Many opportunities are provided for expression through visual art, including:

- sharing maori legends
- designing head wear for Carnivale

SOCIAL SCIENCES

Within the context of Cambodia children will develop an understanding of:

- the ways people make decisions about access to and use of resources
- how cultural practices vary but reflect similar purposes

HEALTH

We are learning that:

- when we feel good about ourselves we can contribute positively – the Kia Kaha programme which will run in week 10 supports this
- that we are all different/ unique and that our brain controls our body and personality
- the importance of mindfulness which is supported by the Smiling Minds programme

Life Education will take place in the last week of this term.

Year 6 children will take part in Puberty Matters sessions in Term 2.

PHYSICAL EDUCATION & SPORT

Daily fitness this term for LC3 children will include Jump Jam, running games and other fitness activities.

Physical education and sports occurs on a WEDNESDAY and children are expected to participate fully.

A note needs to be supplied if your child is unable to participate in sports for a health reason.

This term children are learning running, jumping, and throwing skills that will help them in our FUTURE GAMES to be held on 31st March and the Bays Suburbs Softball Tournament on 15th March.

Upcoming tournaments/ events: check our School Calendar at www.stignatius.school.nz for date changes.

DIGITAL TOOLS FOR LEARNING

Children are encouraged to bring their own device if they have one available. Please refer to the 'Bring Your Own Digital Technology Agreement 2016' and complete and return to school as soon as possible if you wish your child to bring their device.

It's essential that all families again discuss the Responsible Use Agreement you've signed. On the Website: Information - Digital

Responsible Use of Digital Technologies Agreement

Hapara dashboard for Google Apps will be used for managing children's learning and supporting them to follow individualised learning pathways. It should be set up in the next couple of weeks and as part of their Continuous Learning children will be able to show you how they are using it.

CONTINUOUS LEARNING

Responsible learners are self-managing and independent.

Continuous Learning for Y6 comes home on a Monday, and is to be returned to school on Friday the fortnight following. Please discuss this with your child and support them in their learning.

Teachers will acknowledge and praise effort and provide opportunities for peer sharing if appropriate.

Visit <http://www.stignatius.school.nz/connected-inquiry-learning> for copies of the LC3 Continuous Learning sheets.

God Loves Me books will be sent home regularly and we encourage your written feedback for your child's learning.

OUR PLACE

LIBRARY

Bring library bag for borrowing

Kaitiaki Group	Library Session Time
LC3PL Hana	Monday 12.30-1pm
LC3JP Whakapono	Monday 1pm -1.25pm

OUR PEOPLE

We welcome Mrs Penny Lundy, in Hana.

Following the retirement of Mrs Karen O'Connell, Mrs Cathy Duncan has been appointed to the role of sports co-ordinator.

Learning Assistants, Mrs Sam Lynch, Mrs Melanie Jackett and Mrs Helen O'Brien will help provide support for LC3 children.

REPORTING TO PARENTS/ COMMUNICATION

TERM 1 WEEK 5 Teacher and parent meetings, Thursday 3 March.

The intention is to provide opportunities to:

- enhance parent/teacher partnership
- share information
- discuss your goals for your child with their kaitiaki teacher without your child present

Please feel free to email your kaitiaki teacher if you wish to discuss any aspect of your child's learning at any other time during the term.

Year 6 Leadership Opportunities

ALL Year 6 children are leaders in our place:

As a result we have high expectations of them and will continue to help them grow and develop their leadership skills. This will include follow up lessons from the GRIP conference that most of them attended last year on Goal Setting and how to be a good leader.

Some specific leadership opportunities for Year 6 include:

- Jump Jam / Fitness Leaders
- Sports Leaders
- Green Team Leaders
- Library helpers
- Technology leaders
- Kapa Haka Leaders
- Playground and wet day leaders
- Entrepreneur Leaders - to come up with new and innovative ideas for our place

Already many of the children are embracing these opportunities and showing great initiative and enthusiasm.

Biking: Year 6 students whose parents have completed the St Ignatius Cycling Declaration may ride to/from school.