

## School Information

Kia Ora, failte and welcome everyone,

Our first full week this week has been very positive with classes settling in and learning programmes up and running. Our apologies for not including Learning Intentions for classes last week – you will find them all attached this week. ☺ If you have any questions teachers are more than happy to answer them. You may spot some areas where you can support particular programmes – we are always open to your offers and suggestions, it's all about team work!

This week classes have chosen School Council representatives. We decided to include all classes this year as we have very keen students and want all children to have a voice. School Councillors will be announced at our Sharing Assembly tomorrow morning. We will also have some special visitors attending our assembly – Dr Micki Caskey from the United States will be visiting with her husband Ron and Colin Andrews, Principal of Blockhouse Bay Intermediate School. Dr Caskey is involved in Middle School Education in the US and has come to see our specialist Year 7 & 8 programme. It will be very interesting to discuss this programme with her and share her expertise.

### Laughton King seminar -

Many thanks to those of you who came along last night to hear Laughton King speak about his experience with dyslexia – I know every one of us had our thinking challenged and came away with new ideas about how we can support the learning of children who have dyslexia. It was also good to see that we already have some good practice in place – certainly the awareness of dyslexia in schools has changed over the past few years with better understanding. We are keen to work alongside parents to increase students', parents' and teachers understanding of dyslexia. We like to keep an open mind to various 'schools of thought' to ensure we do our best to meet individual needs of all students. We were thrilled to see a number of parents there – it means a lot when we can work with you in the best interests of your children.

### Homework Challenge –

I am very pleased to announce that Office Max has once again offered to sponsor our Homework Challenge – hopefully I will receive the goodies within the next day or so and I'll be able to send them out to participants. All Room One students are involved this term which is fantastic! Please don't forget to send your permission slips back. At the end of term we'll have an open afternoon so you can see what great work they have been doing.

### Merit Award Focus areas – Key Competencies

This week our focus of the week was introduced by Mrs Humphries – it's all about developing our Thinking skills. This term our foci will be all about 'Supporting our Learning', it might be something you can talk about with your child at home. ☺

### Walking School Bus –

Is anyone interested in starting up our 'Walking School Bus' again – for the summer terms at least. I'd be very interested to hear from any of you who might be interested in supporting this idea, please let me know.

## Assessment data for 2011 –

I have attached a summary of our assessment data analysis for 2011. This data is taken from the same group of children at both the beginning and end of year so shows actual progress. If you have any questions please don't hesitate to ask.

This year our Student Achievement Targets will be set to focus on improving Basic Facts knowledge (Maths) and Recount Writing (Literacy). Student Achievement Targets run alongside the usual assessments that we use to track student progress and identify specific needs. In early March we will be completing our first lot of assessments for this purpose and we also use data from the end of the previous year.

## Swimming Club idea -

Many thanks to those parents who showed interest in an after school swimming club, we are interested to hear from anyone else – just contact Joy at the office – this could be as formal or informal as you choose. We feel we have a great resource here with the swimming pool and it would be wonderful to see it being utilised more – perhaps we can set up some swimming lessons or simply use the time to improve confidence. It would need to be supervised by parents – let us know if you are keen. ☺ We are putting in an application for funding to upgrade the pool and it would be helpful if other groups and agencies are using the facility... this could be a real asset to the community.

## Video footage -

In the next few weeks we will be filming one of our students in Room 6 while he is in and out of the classroom. This footage will be used by support agencies for observation purposes and will not be shared beyond that. Please let us know if you have any concerns regarding the possible inclusion of your child in this film during this process.

## Thank you!

To the wonderful people who have offered to help Cherie Capey with organising the food for the Funky Fishing event!! Many hands make light work! This year **money raised from the event will be used to support our e-learning resources**. We have already noticed benefits from using our interactive whiteboards – funds will go towards topping up the balance of costs for these above the grants we received, and also towards other ICT tools we would like to purchase to enhance learning programmes... watch this space.

## Reminders -

Don't forget about our **'Meet the Teacher' evening next Wednesday, 22nd February**; teachers will be discussing programmes and expectations as well as coming events such as camp. The timetable is as follows—

Wednesday 22<sup>nd</sup> Feb –

5:30pm – Introduction from me – focus areas, priorities, new initiatives and events

5:45pm – Room 6 and Room 1

6:10pm – Room 5

6:30pm – Room 2

6:50pm – Room 3

If you are waiting between meetings please feel free to take a break and help yourself to a drink in the staffroom.

- **Are there any more people interested in enrolling for the 'Incredible Years' parenting programme...** let us know if you have anyone keen to attend. Thanks!
- **Please support our generous sponsors for the Funky Fishing Comp.**
- Don't forget to encourage people to come along to our fundraising events this term.
- **Sharing Assembly – 9am on Friday** This week Room Two will be sharing their learning

Have a wonderful week everyone,  
Ka kite ano, mauri ora  
Lil Ruffell

**“Don't judge each day by the harvest you reap, but by  
the seeds you plant.”  
– Robert Louis Stevenson**

### End of Year Assessment Summary – 2011

\*\* These results are for the cohort of children who were assessed both in March and at the End of Year in 2011 for each curriculum area.

#### Reading Ages: Achievement (number and %) at or above chronological age at year end

- For 91 pupils tested - 75 students (82.5%) compared to 71 students (78%) at the beginning of the year
- For Maori students - 1 student (50%) (2 pupils in test group) is achieving at their age
- For Girls - 39 students (87% of girls) are achieving at or above their chronological age
- For Boys - 35 students (76% of boys) are achieving at or above their chronological age

#### Maths GLoSS results: Achievement (number and %) at or above expected level at year end

- For 93 pupils tested - 70 students (75%) compared to 32 students (34%) at the beginning of the year
- For Maori students - 2 students (100%) (2 pupils in test group) are achieving at their age
- For Girls - 33 students (73% of girls) are achieving at or above their chronological age
- For Boys - 34 students (74% of boys) are achieving at or above their chronological age

#### STAR - Reading: Achievement (number and %) at or above average stanine (St 4 to 9)

- For 63 pupils tested - 54 students (86%) compared to 48 students (76%) at the beginning of the year
- For Maori students - 0 students (2 pupils in test group)
- For Girls - 29 students (90% of girls) are achieving at or above their chronological age
- For Boys - 25 students (81% of boys) are achieving at or above their chronological age

#### Spelling Ages: Achievement (number and %) at or above chronological age at year end

- For all pupils - 56 students (75%) compared to 50 students (66%) at the beginning of the year
- For Maori Students - 0 students (2 pupils in test group)
- For Girls - 32 students (84%) are achieving at or above their chronological age
- For Boys - 24 students (65%) are achieving at or above their chronological age

Enjoy learning to sail at the Sailing club in Parua Bay  
Mondays from 4pm  
6 years and upwards  
Can take your own lifejackets or will be supplied.  
Contact Ellen Clarkson on 436 2733 for enquiries.  
Parent help appreciated.



### This Week's Lunches:

**Hot Dog & Popsicle      \$2.50**

This photo was taken at the 16<sup>th</sup> Annual Northland Regional Council Youth Summit held at the end of last year. Our awesome School Ambassadors were Benny (front row), Chloe and Hiromi (back row).



## Mania Tigers football club.

**"Calling all interested soccer players and supporters"**

We are now taking 2012 Registrations for soccer players between the ages of 4 - 13 years. We are also looking for Trainers, Managers and anyone who may be interested in taking on official roles within the club. Please fill in the form attached to the school office ASAP. It is crucial that registrations are received early so we can plan for the season ahead. Any enquiries, please phone Kim Ph: 4340208.



(Please fill in all fields)

Family Name: .....

Phone: .....

Email: .....

Player 1 Name: .....

Date of Birth: .....

Player 2 Name: .....

Date of Birth: .....

Parents Name: .....

I can help with: Coaching

Management

Training

Club Work

Other (specify) .....

Cost: One Player \$60

Family: \$110 **Cheques payable to MANAIA TIGERS SOCCER CLUB**

Please fill in this form and **return with cheque** to the school office **as soon as possible please.**



## SATURDAY 17<sup>th</sup> MARCH

Go to [www.funkyfishing.co.nz](http://www.funkyfishing.co.nz) to see full details of the Funky Fishing Competition.

**Funky Fish Facebook Page** - we need parents to like the page. Log on to [www.facebook.com/funkyfishing](http://www.facebook.com/funkyfishing)

## FUNKY FISH MAJOR SPONSORS



Situated at 6 Hewlett Street, Whangarei, **PENGUIN WHOLESALERS** supply a full range of seafood, and catering supplies, frozen, chilled and grocery. Contact them on 470 0260 or email:

[sales@penguinwholesalers.co.nz](mailto:sales@penguinwholesalers.co.nz)



### **Donovans Trade Supplies 2005 Ltd**

97 Port Road, Whangarei

PO Box 1214, Whangarei

Phone: 09 4387028, Fax: 09 438 0529, E-mail: [info@donovans.co.nz](mailto:info@donovans.co.nz)



Bradley Smoker welcomes you to the wonderful world of **gourmet food smoking**. An exciting adventure awaits you, filled with a realm of endless possibilities for delicious food that will have you coming back for more time and time again. Available at selected outlets in Whangarei. Visit the website: [www.bradleysmokers.com](http://www.bradleysmokers.com)



Situated at Whangarei Heads our boutique walk encompasses private farmland, stunning ocean and harbour beaches, rural roads, recreational reserves and existing public walkways. Ask us about our new two day package ... the ideal weekend getaway! Two nights accommodation and two days walking, all food included - \$385.00 per person. *This truly outstanding natural experience will leave you with lasting memories.*



Steve Bowling Contracting: established 1995. This company has had vast experience in the construction and maintenance fields in and around Northland: Concreting, Retaining, Driveways, Bridges and walkways. Contact us on 435 2119 or email: [info@bowlinggroup.co.nz](mailto:info@bowlinggroup.co.nz)



### **Emergency Services Communications System Solutions**

Radio and data communications

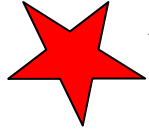
Turnout systems, Station Maintenance, Vehicle installations

Just a reminder we are having our

## Funky Fish Meeting

When: Tonight at 7.30pm in the School Staff Room

Not long to go now so really need all hands on deck for the final planning. Hope to see you there



You will find attached to your newsletter some extra posters. If anyone has a workplace that they can display these at, it would be most appreciated.

Whangarei Heads School  
**FUNKY**  
Fishing & Diving Competition

Be in to **WIN** Early Bird Specials!

- iPod nano (senior ticket)
- Digital camera (junior ticket)

Early Bird Ticket prices are discounted:  
Senior \$15, Junior \$4!

Buy your Early Bird Tickets BEFORE 17 Feb 2012  
Tickets available at Top Catch, GoGo Expresso,  
Parua Bay Gas, The Deck and Taurikura Store.

MAJOR PRIZES ● GREAT FAMILY DAY OUT ● FUNKY FRESH FISH AUCTION

Saturday  
**17**  
March  
2012

MORE  
DOROMANS  
www.funkyfishing.co.nz

# The Swap Shop

Due to last year's success, the Swap Shop will be commencing tomorrow in Te Mangoroa.

Any unused or unwanted items that can be donated to the Swap Shop would be much appreciated. Larger used items welcome too, so surplus home items of any sort will be considered.

Every class will benefit from funds raised. All goods are cheaply priced and the Swap Shop is open to everyone.

If there is a kind parent that could assist with pricing and helping the children on Swap Shop morning, it would be much appreciated.

Come along tomorrow and pick yourself up a bargain.



.The annual **Chilltech Beach 2 Basin Whangarei Run/Walk** is coming up on Sunday 4<sup>th</sup> March 2012.

### Entry Fees & Payment

The cost is \$8 per entry (includes entries for students, teachers and parent helpers). (Standard entry fees are normally: Juniors (U18) \$10-\$15, Adults \$17-\$22.)

For Sale: 1. Girls Bicycle (pink) for 6 - 9 year old in very good condition. \$80.

Phone 434 0697 or 021 112 8288

2. Girls clothing in good condition to fit 6 - 9 year old. Phone 434 0697 or 021 112 8288



# Mini-Market



Huge thanks to all people who donated produce for our first Mini Market last Friday.

Don't forget the Mini Market tomorrow, outside our multipurpose room at school between 8.45-9.30am.

**What are we selling ?** Fresh produce that has come from local people's gardens.

This idea is based on the fact that many people have excess produce in their gardens, when a tree starts fruiting or a plant starts producing, you sometimes have more than you know what to do with and this could be donated to the school to help raise funds. This also ties in with promoting ideas about recycling, buying food locally to reduce food miles and utilizing excess.

**So if you have any EXCESS such as:** Fruit, Vegetables, Home Eggs, Herbs, Jams/Pickles, bring them along.



## **DANCE FUSION WITH MUSIC YOU'LL LOVE**

Low impact exercise with high impact results.

**CLASSES BEING HELD EVERY TUESDAY**  
**AT OUR SCHOOL**  
**IN TE MANGOROA, STARTING 7PM.**

and try it out! **FIRST CLASS FREE!**

Lisa Lane – Qualified Nia Instructor

For more information phone 436 0683 or 027 270 8069

[Evolve.Lisa@gmail.com](mailto:Evolve.Lisa@gmail.com) [www.nianow.co.nz](http://www.nianow.co.nz)

## **ENVY**

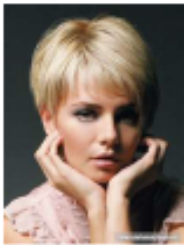
Hair | beauty | swimwear

### **Experienced Senior Hair Stylists**

*" a cut worth keeping "*

Highlights, tinting, perms,  
body waves

Hair extensions,  
Hair straightening



### **Advanced Skin Therapists**

*" non surgical face lift "*

Permanent make up,  
lash extensions,  
Brow & lash tinting,  
Facials, spray tanning



### **Swimwear**

Figure shaping swimwear  
D,DD & E cups

Parua bay shopping complex 094365002



Teachers for Teachers

invites to you to a hugely entertaining evening with...

## **Nigel Latta: Raising Boys & Raising Girls**

FROM THE 'POLITICALLY INCORRECT PARENTING SHOW'

**1 March 2012**

**7:30 - 9:30pm Kamo High School Hall**

**\$25**

Tickets available from Kamo High School, Kamo Primary, Hurupaki Primary, Kamo Intermediate and Matarau School

NOTE: CONTAINS OFFENSIVE LANGUAGE



# In Room Six we are learning to...

## Maths

### Numeracy

- ❖ Read numbers to 10 first, and then 20.
- ❖ Count forwards to 10 first, and then 20.
- ❖ Count backwards from 10 first and then from 20.
- ❖ Say the number after a number (in the range 1-10)
- ❖ Say the number before a number (in the range 1-10)
- ❖ Order numbers to 10 first and then to 20.
- ❖ Recognise patterns to 5, then 10.
- ❖ Skip count in 2's & 5's.
- ❖ Know doubles to 10.
- ❖ Know groupings with 5

### Strands (Length and height)

- ❖ Order and compare objects or events by length, and height
- ❖ Recognise and sort materials according to colour, size and shape.
- ❖ Use a variety of objects to measure classroom items
- ❖ Measure ourselves and compare our growth over the year

## Literacy

### Reading

- ❖ Identify the name and sound of letters.
- ❖ Recognise and use initial letter to begin to read words.
- ❖ Develop a bank of high frequency words.
- ❖ Use meaning, structure and visual clues to help with our reading.
- ❖ Use self-correction to aid reading.
- ❖ Learn to choose books to read for pleasure.

### Oral

- ❖ Use everyday Oral language - For *questioning, arguing, reasoning, turn taking, presentation and sharing ideas (Thinking Skills)*

### Writing

- ❖ Formulate and hold a story in head.
- ❖ Build a consonant framework, based on sounds we hear.
- ❖ Develop a bank of high frequency words to help with writing.
- ❖ Use capitals and full stops correctly.
- ❖ Explore publishing techniques and how to make posters

# Term 1, 2012 Main Learning Intentions

## Health

- ❖ Understand that we need to protect ourselves from the sun
- ❖ Understand how we can protect ourselves from the sun
- ❖ Understand how we can keep safe in and around water
- ❖ Use road sense, focussing on hazards.

## Music, Dance, and Drama.

- ❖ Identify drama as part of everyday life and recognise that it serves a variety of purposes.
- ❖ Demonstrate an awareness of dance in their lives and in their communities.
- ❖ Explore and experience music from a range of sound environments, and recognise its varied purposes, and functions.

## Physical Education

- ❖ Develop water safety awareness
- ❖ Develop confidence in the water
- ❖ Learn water confidence using flotation devices
- ❖ Begin to develop correct swimming strokes
- ❖ Swim using correct leg and arm action

## Science

- ❖ Understand the terms sinking and floating
- ❖ Does size, weight shape effect the ability to sink or float?
- ❖ Can they describe items that float just below the surface
- ❖ What is the same about all the objects that float
- ❖ What is the same about all the objects that sink
- ❖ What has changed in their ideas about floating and sinking now?

## Visual Arts

- ❖ Explore a variety of materials and tools, in response to a variety of motivations, observation, & imagination.
- ❖ Develop self portraits
- ❖ Construct boats and raft from junk materials

## Maori

- ❖ Use simple Maori greetings, colours, and everyday words and commands.
- ❖ Participate in simple action and poi songs, including the school song "Kua Tae"

## Social Studies

- ❖ Develop an awareness of ourselves and our place in our school
- ❖ Demonstrate an understanding of our school and learning, and why we need to learn routines and boundaries to keep us safe

## ICT

- ❖ Explore the use of the Smart Board
- ❖ Develop an awareness of safety on the internet
- ❖ Use the internet and you tube to gain additional knowledge for our topics

# In Room 5 we are learning to...

## Maths

### Numeracy

- Skip count in 2's up to 20
- The next number after and before from 1-20
- Patterns for number 1 to 10
- Know doubles to 20
- Groupings that make numbers up to 10 e.g.  $3 + 7 = 10$
- Read, write and count whole numbers forwards and backwards up to 100 in 1's, 2's, 5's and 10's.
- Read and count whole numbers up to 1000 in ones, tens and hundreds.
- Addition facts to 20 (stage 4 up)
- How many tens in a two-digit number

### Strands (Length and height)

- Compare a group of objects by length
- Measure length with non-standard units e.g. using our arms, hands, feet, blocks.
- Use measuring language (taller, shorter, longer, and wider) to compare length, width and height.

## Literacy

### Reading

- Know all my sight words in my reading
- I know how to break up words I don't know into syllables.
- Read 300-500 words easily in my reading
- I sound out words using blends, letter sounds and letters grouped together.
- I am able to give opinions on characters in the story.
- Connecting what I am reading to what I already know.
- Making predictions by guessing what is going to come next.

### Oral

- Use every day Oral language - For *questioning, arguing, reasoning, turn taking, presentation and sharing ideas (Thinking Skills)*
- I am increasingly using specific language for example, adjective, nouns, verbs and onomatopoeia.

### Writing

- Using planning strategies to organise my ideas for writing
- I can decide a purpose for my writing, topic and ideas
- Formulate and hold a story in my head
- Develop a bank of high frequency words to help with writing
- Use capitals, commas and full stops correctly

# Term 1, 2012 Learning Intentions...

## Health

- ❖ Understand that we need to protect ourselves from the sun
- ❖ Understand how we can protect ourselves from the sun
- ❖ Understand how we can keep safe in and around water
- ❖ Use road sense, focussing on hazards.

## Music, Dance, and Drama.

- ❖ Identify drama as part of everyday life and recognise that it serves a variety of purposes.
- ❖ Demonstrate an awareness of dance in their lives and in their communities.
- ❖ Explore and experience music from a range of sound environments, and recognise its varied purposes, and functions.

## Physical Education

- ❖ Develop water safety awareness
- ❖ Develop confidence in the water
- ❖ Learn water confidence using flotation devices
- ❖ Begin to develop correct swimming strokes
- ❖ Swim using correct leg and arm action

## Science

- ❖ Understand the terms sinking and floating
- ❖ Does size, weight shape effect the ability to sink or float?
- ❖ Can they describe items that float just below the surface
- ❖ What is the same about all the objects that float
- ❖ What is the same about all the objects that sink
- ❖ What has changed in their ideas about floating and sinking now?

## Visual Arts

- ❖ Explore a variety of materials and tools, in response to a variety of motivations, observation, & imagination.
- ❖ Develop self portraits
- ❖ Construct boats and raft from junk materials

## Maori

- ❖ Use simple Maori greetings, colours, and everyday words and commands.
- ❖ Participate in simple action and poi songs, including the school song "Kua Tae"

## Social Studies

- ❖ Develop an awareness of ourselves and our place in our school
- ❖ Demonstrate an understanding of our school and learning, and why we need to learn routines and boundaries to keep us safe

## ICT

- ❖ Explore the use of the Smart Board
- ❖ Develop an awareness of safety on the internet
- ❖ Use the internet and you tube to gain additional knowledge for our topic

## *In Room 3 in term 1, 2012 we are learning to ...*

### **Literacy**

#### **Reading**

- Show what we know about reading
- Make predictions, use prior knowledge & text structure to assist our understanding
- Use appropriate strategies to solve unknown words & explore word meanings
- Complete common graphic organisers

#### **Writing**

- Establish our drafting, editing and recrafting conventions
- Understand and use the features of recount writing
- Develop our note taking skills

#### **Oral**

- Use active listening skills
- Ask and answer question appropriately

### **Maths**

#### **Numeracy**

- Show what we know about numeracy
- Work at numeracy knowledge and "I Kans" for each of the levels in our class
- Problem solve in groups
- Co-operatively learn and play maths games

#### **Topic**

- Make and interpret a variety of graphs/ pictographs for "All About Me"/camp choices
- Read and plan using a calendar
- Estimate and measure time and distance in a real context
- Use measurements in cooking

### **Health & PE**

#### **"All About Me"**

- Contribute ideas for our class treaty
- Identify ways we are unique/similar to others
- Explore how we can establish and maintain friendships
- Describe ourselves and our feelings confidently
- Explore what is important to us
- Contribute to planning our learning for the year

#### **PE**

- Set and work on our own swimming goals
- Develop our skills in aquatics and water safety (Room 1 to assist with water safety)
- Suggest ways to improve these skills
- Play new camp games

### **Topic Studies**

#### **Science/Technology/Social Studies**

#### **"WILD KIWI" CAMP**

- Plan and work co-operatively on camp
- Build confidence in ourselves
- Participate in all activities to the best of our ability
- Identify and explore local flora and fauna especially "Backyard Kiwi"
- Develop our skills understanding the weather and compass reading
- Develop our survival skills: outdoor cooking, reading the stars and maps, basic first aid...

### **The Arts**

#### **Music**

- Create a class collection of camp songs
- Rehearse songs for our camp

#### **Visual Arts**

- Develop our sketching skills
- Create a design for our camp logo/ T shirt
- Make observations and discuss their own and others' works

#### **Dance/Drama**

- Use role play to explore the concepts of "Cool Schools" mediation

### **ICT /Thinking Skills**

#### **Thinking hats / Thinkers keys**

- Understand what our social responsibility steps are and begin to use them
- Understand what the 6 thinking hats are and begin to use them to explore issues

#### **Information technology/E learning**

- Explore the issue of internet safety with Hector's World
- Use the internet for basic research
- Create a photo story to develop our visual and oral language skills
- Use digital cameras

### **Maori**

- Participate in our school powhiri
- Learn and use words for basic greetings and feelings
- Name some birds, plants, features .... on camp

### **Road Sense**

- Identify and understand basic road signs. (link to signs for camp)

# Learning Intentions

Term 1

Room 2, 2012

We are learning to...

## Written Language

- Use editing and recrafting skills to improve the content and extend the length of our writing;
- Use paragraphs to sort and sequence our ideas;
- Make use of effective descriptive language when we write a recount about personal experiences;
- Complete an information report about a chosen minibeast.

## Reading

- Look back into text to locate and use information
- Develop our comprehension and inference skills using a range of reading response activities;
- Develop our vocabulary through discussion and exploring the language in both non-fiction and fiction texts;
- Gather information from a range of text linked to topic studies.

## Maths: Numeracy

- Develop place value knowledge and understanding and apply this to a range of problem solving activities;
- Explore and use strategies for addition and subtraction, multiplication and division;
- Increase our knowledge and understanding of basic facts.

## Maths: Topic

- Use a range of graphs and tables to gather, sort, present and analyse information (statistics);
- Measure (and calculate) length, area and perimeter.

## Topic/Inquiry Learning (Integrated into all learning areas)

- Develop a positive class environment and share about ourselves including our personal goals;
- Discover and explore the wonders of Minibeasts (Science: Our Living World);
- Rise to new challenges and work together on a range of activities before, during and after our class camp.

## Health

- Use our thinking skills and creative ideas when we discuss and explore ways we can relate to others in positive ways;
- Explore and develop ways we can keep ourselves safe around water safety ideas;

## PE

- Listen to instructions and use personal goals to improve our swimming skills;
- Explore and develop our hand and ball coordination skills when we play

## Art

- Blend pastels and effectively use hot and cold colours when we create a large picture of a winged insect.

## Maori

- Respond to a range of instructions
- say our colours and numbers
- know some of the names of NZ insects in Maori.

## ICT

- Use our computers and Smart board as learning tools in all curriculum areas.

## Music

- play the recorder and read simple music notation.



**Maths**– Number and Algebra  
 WALT improve speed of basic fact recall  
 WALT grow number knowledge and place value understanding  
 WALT solve addition and subtraction number problems using a range of different strategies

**Maths**– Geometry and Measurement  
 WALT accurate measure the distance perimeter and area of places in the local environment  
 WALT communicate and interpret locations and directions, using compass and grid directions.

Water Safety  
 WALT demonstrate knowledge and skills around how to be safe in and around the water

READING- WALT read, respond to and draw information from articles and information text

WRITING- WALT write and publish a information brochure about water safety

TAKING ACTION– WALT teach water safety to students across the school

GROUP WORK– WALT work well as part of a team

**Term 1 Learning Intentions**

Technology– WALT plan, make and carry own meal for Peach Cove overnight stay  
 WALT action our sustainability projects!  
 WALT use emails efficiently  
 WALT design, produce and manage our own website

Spanish  
 WALT learn where in the world Spanish is spoken  
 WALT recognise and produce sounds of the Spanish alphabet  
 WALT greet and farewell people in Spanish  
 WALT introduce ourselves in Spanish

Swimming– WALT swim 200m in open water  
Art - WALT create simple landscape x2 computer art/materials art mirror

Drama– WALT role play different situations

**Whangarei Harbour**

**INVESTIGATE**

**ISSUE ACTION**

WALT identify and research a range of marine life in Whangarei Harbour

WALT identify issues we find in Whangarei Harbour

WALT identify and research the different commercial uses of Whangarei Harbour

WALT debate different issues within Whangarei Harbour  
 WALT identify one issue we feel strongly about