

30th August 2018

Dear parents, caregivers and community,

WELCOME / FAREWELL

Welcome to *Jarod* (pictured right), who started in Kanuka this week. We hope you enjoy school life at Little River School.

Farewell to the *Griffin family* who are now heading to Scotland. We wish you all the very best for the future.

CLASSROOM REPORTS:

Kahikatea (Yr 7/8) – We are well into our Sustainability Blooms Taxonomy; the students have completed their initial research and presented their work as either a slide show or poster (remembering and understanding) and are now approaching the completion of their pamphlet (the application of their knowledge). The next task will be to evaluate and analyse the information they have to write and give a speech to the class.

In reading, the students are in groups with an expectation to read a specified number of chapters from their novel each week (for homework), complete a Kahoot to show their knowledge of what they have read and carry out an in-class activity on a Monday to show their understanding and promote discussion.

Maths continues three days a week on numeracy (working in with Tōtara) and topic maths on a Friday, completing a unit on 2D shapes and measurement of length and angles. We had 7 students and 1 from Tōtara attend the Cantamaths Competition last week. The Y7's attained one of our biggest scores ever of 65 (out of a possible 100, 5 points a question) whilst our Y8's made a huge improvement from last year's performance as Y7's, by increasing their score from 25 to 45.

In other curriculum areas we are working on 3D drawing in art, *parlez vous*'ing in French and have learnt and performed two songs on the ukulele (thanks to Cat and Tracey). In PE we are looking forward to the BP winter tournament and hopefully taking out the Senior rugby cup for the first time for many years ...John Fitch

Tōtara (Yr 5/6) – You will have seen some great whale-themed creations from Tōtara on the cover of last week's newsletter. These were part of the Project Jonah work the class have been doing, looking at the world of whales, presenting their research findings and creating an artwork. This project has given the class some excellent practice in presentation leading up to our speeches at the end of the term.

Our individual Sustainability Inquiries continue with the research and knowledge gained here being used as the premise for speeches. The Inquiries have tested the students' self-management skills and learner agency as much as their research and presentation skills. We have made use of the personal diaries (used for spelling, times tables, events record) for weekly goal setting (Monday) and reflection (Friday).

We have been 'Colouring our World' in Tōtara; initially integrating art and descriptive writing to share our holidays. This continued into a unit looking at colour; the emotions it evokes in us and the ideas we communicate using colour. We have used



just the primary colours to create colour wheels, added black to create shade and white to create tone, investigated warm and cool colours on opposite sides of the colour wheel and experimented with how complementary (yip... that is spelt correctly in this context) on opposite sides of the colour wheel make each other 'pop'.

Multiplicative thinking in maths has given us the chance to really reinforce the principle of maths being all about patterns and relationships, as we make connections between strategy learning and knowledge in add/sub and place value. Games requiring multiple operations such as Countdown and Bowlafact are a key ingredient in keeping maths fun and it is awesome seeing some, who ordinarily struggle, lose themselves in solving problems in the fun of a game!... Di Cameron and Anna Lopas

Matai (Yr 4/5) – We are deeply engrossed in our Symbiotic Relationship research projects here in Matai. Prepare to be amazed by some of the facts Matai researchers have uncovered about living things that rely on each other for survival: Charlie taught us that the **Black Spider Wasp** injects a little bit of poison into a **spider** and zombifies it so that it can be a host to its eggs, which then hatch and feed on the paralysed spider! Xavier and Ari discovered that the **Moray Eel** follows the **Grouper** fish around the reef and waits for it to shake its head, indicating prey is hiding nearby. The Moray Eel then kills the prey and shares it with the Grouper! Total teamwork! Jack wowed us with his **Bee** and **Flower** knowledge - did you know that bees vomit nectar, harvested from hundreds of flowers, into each other's mouths many times over, in order to produce a tiny amount of honey?! Finn studied the unlikely relationship between **Meerkats** and **Wild Boars**. When a Meerkat spots food, it calls to its Meerkat friends - but Boars hear them with their sharp ears and come running, partaking in the food but fortunately sparing the Meerkat!

Meanwhile, in PE we have started learning field hockey. At first some kids weren't sure they would enjoy it, but after our first practice session, everyone was hooked! We hope the good weather is here to stay so we can keep getting out and working on our passing, trapping and shooting in time for the BP tournament. In maths we have been working on division. Realising that we already have the multiplication skills to solve most division problems has been a great revelation for many of us. We have been focusing on understanding the relationship between numbers in equations and this has helped us see the bigger picture. We are also loving *Fun Fridays* and enjoy sharing all the different things we are doing with each other during reflection time!...Tara Sutherland

Ti Kouka (Yr 2/3) – In Maths this term we have been focussing on multiplication/division strategies. Firstly, we have looked at the patterns we can see when we are skip counting and how this knowledge is used when we are learning our multiplication facts. We have used a variety of equipment to aid us in our



understanding of these concepts. The Numicon shapes and animal strips (NumP) have proved as excellent ways to represent multiplication and division problems.

The strategies we have focussed on are:

1. Using arrays
2. Equal sharing
3. Repeated addition
4. Number lines

In Reading the senior groups have been retelling stories to their friends and learning how to summarise the main points. We continue to focus on fine-tuning our reading strategies, phonics and further developing our questioning skills. We have LOVED using the new library (Te Ao) as a space to share and explore books! ...Andi Cochrane & Maria Couper

Kānuka (Yr 0/1) – We love immersing ourselves in the story of the Very Hungry Caterpillar by Eric Carle, as well as other books by the same author.

In addition to thoroughly enjoying the stories, we have integrated the VHC into several curriculum areas - we have created caterpillar patterns in Maths; we've done caterpillar artwork and butterfly art in the style of Eric Carle. We're sequencing and retelling the story, and our next project will be to create our own books, titled "The Very Hungry..." Hopefully the children will be inspired by the amazing pop-up books that Kahikatea recently shared with us. We've also managed to integrate several Hungry Caterpillar activities into our Tākaro Pai time, for example, a "healthy food sort" of the VHC's snacks. The children have also enjoyed being able to take advantage of the mild weather, as we are working on our Large Ball Skills - throwing and catching; kicking and trapping...Ruth Pannett



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Next time you go to WAREHOUSE STATIONERY or THE WAREHOUSE, just mention *LITTLE RIVER SCHOOL* and 5% of your purchase could come back to us.

POOL KEYS – Last season's key needs to be returned now if you would like the bond back. For parents of children at the school, this is credited to your term account.

EDUCATION REVIEW OFFICE – July Report, 2018.

Last term our school was reviewed by ERO as part of the regular cycle of checks made. This is available to read through ERO's site:

<http://www.ero.govt.nz/review-reports/little-river-school-19-07-2018/>

WANTED – yogurt pottles for little bee feeders

If anyone, including children has small yogurt pottles to dispose of, please drop these off at school (by the office) over the next month or so. Eleanor would like to use these to help feed the bees ☺

<http://www.littleriver.school.nz>

LITTLE RIVER SCHOOL



NEWSLETTER TO THE COMMUNITY

DATE: 30th August 2018

Issue No: Five

Cancer Society - Daffodil Day

Senior pupils are keeping Georgie Latham's fundraising initiative going, selling bunches of Daffodils at the school gates before and after school on Thursday and Friday.

<https://www.daffodilday.org.nz/>



Thanks to the Latham family, once again, for their daffodils.

UOC Students – Little River Transport Survey

In conjunction with the LRWCT, a group of students is working on a project to gauge transport needs of LR residents and needs your opinions via an anonymous survey. There are also paper copies available at the School, Service Centre and Café & Store. The link to the electronic survey can also be found at: <https://www.surveymonkey.com/r/XZSS5BK>

Results of the findings will be reported back to the LR Trust who will then discuss the details of a potential community transport system and whether one will need to be implemented. Please feel free to share this with as many of your neighbours, friends and family who reside in Little River and the Wairewa area!

Automated External Defibrillator, AED –

The BOT has purchased an AED to support the response in an emergency for those in our school community.



It has been installed on the wall near the office, outside the library. Recently staff received training to revalidate their first aid certification, which included use of AED devices.