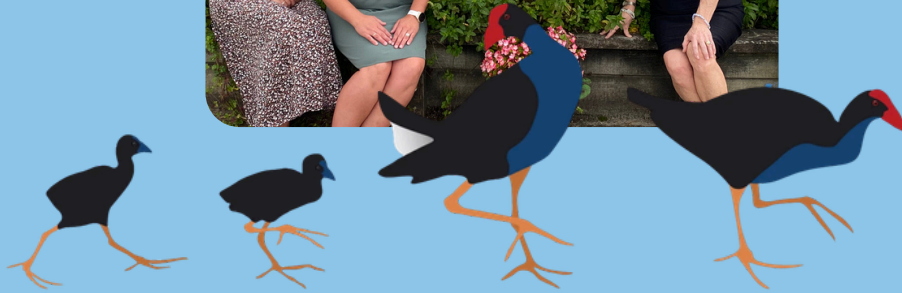




Wainui School

Small enough to nurture dreams, big enough to realise them
He iti noa hei whakapoipoi moemoeā,
He nui noa hei whakaea ai

Pukeko Team



Mrs. Allen - Year 0/1 Puriri
Mrs. Chambers - Year 1 Karaka
Mrs. McMurtrie - Year 2 Rimu
Mrs. Hulme - Year 2 Matai
Mrs. Millar - Year 3 Pukatea
Mrs. Richards - Year 3 Kohekohe

If your child is unwell or unable to be at school

Email - office@wainui.school.nz

Call - 09 420 5127 (please leave a message)

Text - 027 525 1848

Term 1, 2026

Welcome to the Pukeko Team

A huge welcome back to our returning families, and a special greeting to those joining Wainui School for the first time! We are thrilled to have you as part of the Pūkeko Team. Our team is currently a lively hub of six classes, from Year 0 to Year 3, all working together within the Phase One framework. As we dive into the refreshed New Zealand Curriculum, we are dedicated to creating a supportive, high-trust learning environment where every learner can thrive. This term is all about establishing strong relationships and helping our tamariki feel a sense of belonging as they navigate their new classroom routines. We are so excited to partner with you and can't wait to see what this year holds for our wonderful students!



Pukeko Team Dates for Term 1

- **Tuesday 3rd March and Wednesday 11th of March** - Parent conferences - Watch out for more information in our Weekly School Newsletter, closer to the time.
- **Friday 13th March** - Pukeko team assembly at 2pm
- **Friday 20th March** - Teacher Only Day

For all school dates this term, make sure you check out our weekly newsletter, website or follow us on social media to keep updates



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Year 0 Core Curriculum Learning Information



Reading

In Year 0, we use the Better Start Literacy Approach (BSLA). This is a research-based, structured Literacy programme designed to give your child the strongest possible start. Here is what that looks like in our classroom:

- **Oral Narrative & Shared Books:** We use shared books to build your child's confidence. We focus on storytelling, learning new words, and enjoying books together as a class to develop their oral language.
- **Small Group Guided Reading:** Your child will work in a small group with the teacher to practice reading strategies at a pace that is just right for them.
- **Ready to Read 'Phonics Plus':** We are focusing on the Kākāno (Seedling) stage. These books are specifically designed to help children practice the letter sounds they are learning in class. Our goal for this term is for students to move through the beginning Kākāno levels.
- **Phonics (Taumata 1):** "Taumata" refers to the levels of our phonics journey. At this stage, we are focusing on the "building blocks"—learning to recognise single letter sounds and starting to blend them together to read simple words (like mat, sit, and pin).

Writing

Our writing program focuses on the physical skills of writing alongside the exciting process of telling stories.

- **Handwriting:** We are focusing on the "basics" for a strong start—sitting comfortably, developing a functional pencil grip, and learning to form lower-case letters and numbers (1–10) correctly on the line.
- **Spelling:** We are learning to "break apart" the sounds in simple three-letter words (like c-a-t or h-o-p). We are also identifying short vowel sounds (a, e, i, o, u) and single-letter consonants.
- **Storytelling (Composition):** Writing begins with ideas! We use talk and pictures to plan what we want to say. Students practice following simple modeled sentences and retelling stories orally, sometimes with the teacher acting as a scribe to put their wonderful ideas onto paper.

Mathematics

We are proud to use PR1ME Mathematics across our Year 0–3 classes. This mastery-based approach helps students truly 'see' the math they are doing through hands-on problem-solving. Rather than just memorising rules, our students learn how to apply their skills to the real world. Alongside our PR1ME resources, we cover the New Zealand Curriculum through these key areas:

- **Number Structures:** We are learning to read and write numbers up to at least 10. A big focus is on "subitising"—this is the ability to look at a small group of objects (up to 5) and know how many there are instantly without counting them one by one.
- **Algebra (Patterns):** Students are learning to spot and follow sequences where objects or shapes follow a specific "rule" (like red, blue, red, blue).
- **Geometry:** We are building our "position" vocabulary. We are learning to use words like near, far, and beside to describe where things are in the classroom and playground.
- **Measurement:** We are practicing how to compare two objects directly—for example, deciding which is longer, which is heavier, or which holds more water (capacity).

Year 1 Core Curriculum Learning Information

Reading

We use the Better Start Literacy Approach (BSLA). This is a structured, step-by-step program that ensures every child has the tools to "decode" (sound out) words rather than guessing.

- **Ready to Read 'Phonics Plus':** These are specialised books that contain the specific letter sounds we are teaching in class. In Year 1, we move from Kākāno (Seedling) books to Tupu (Sprouting) books as the stories get longer and the words get more complex.
- **Phonics (Taumata 1–3):** "Taumata" refers to the levels of our phonics journey. In Year 1, we move past single letters and start learning "blends"—where two or three letters work together to make one sound (like st, pl, or ch).
- **Small Group Guided Reading:** Your child meets with the teacher in a small group to practice these new sounds in action, building their reading "stamina."

Writing

Our writing program continues to build on the physical and creative foundations established in Year 0, moving toward greater independence.

- **Handwriting:** Continued focus on posture, functional pencil grip, and the correct formation of lower-case letters and numerals (1–10) on the line.
- **Spelling:** We are practicing "segmenting" (breaking down) sounds in simple three-letter words, focusing on short vowels and single-letter consonants.
- **Composition:** Students use talk and pictures to plan their ideas, follow modeled sentence structures, and practice recounting real or invented stories.

Mathematics

We use PR1ME Mathematics. This is a "hands-on" journey where we use physical objects to make sure students can "see" the math before they write it down.

- **Number Structures:** We are exploring the number sequence from 0 toward 100. Our focus is on making sure the "foundations" are rock-solid—mastering numbers to 10, then 20, and eventually understanding how tens and ones work together to build even bigger numbers.
- **Ordinal Numbers:** We are learning how to name positions—like 1st, 2nd, and 3rd. This helps children understand order and sequence, whether we are talking about a race, a line-up, or a calendar.
- **Meeting the Range:** Every child starts their math journey at a different milestone. Whether your child is currently mastering the numbers 1–10 or is ready to dive into the "teen" numbers and beyond, our program ensures they have the confidence to take that next step.
- **Algebra (Patterns):** Students are learning to copy, create, and continue repeating patterns using different elements (like colors, shapes, or sounds), including identifying any missing parts.
- **Measurement:** We are exploring length, mass (weight), and capacity (how much something holds). We do this by comparing objects directly—for example, seeing which is longer or heavier—and using "reference objects" to measure the differences.

Year 2 Core Curriculum Learning Information



Reading

We continue with the Better Start Literacy Approach (BSLA). Our main goal is moving from "sounding out" words to reading with fluency—reading smoothly and really understanding the heart of the story.

- **Phonics (Taumata 3–6):** To kick off the year, we are revisiting and reinforcing Taumata 3 to ensure every child has a rock-solid foundation. From there, we will move into Taumata 4–6, exploring complex vowel patterns (like oy, ea, or igh) and learning how to break down longer, multi-syllable words.
- **Ready to Read 'Phonics Plus':** Our students are working across a range of stages, from Kākano (Seedling) through to Māhuri (Sapling). These books grow with the child, moving from simple sounds to more detailed plots that require them to use all their phonics "tools."
- **Small Group Guided Reading:** These sessions are where the magic happens! We focus on comprehension—talking about how characters feel, why they make certain choices, and predicting what might happen next.

Writing

We move from simple sentences to building short stories with better control and punctuation.

- **Handwriting:** Focusing on making writing clear and easy to read by concentrating on the size, spacing, and placement of letters and numbers on the line.
- **Spelling:** Learning to identify sounds for short vowels, single letters, and "double letters" (like the ff in cliff or the ss in miss).
- **Story Writing (Narrative):** Students are learning to write short stories that follow a sequence of events, including details about where the story happens and giving it a clear ending.
- **Punctuation:** Practicing the independent and correct use of capital letters and full stops.

Mathematics

We use the PR1ME Mathematics approach. This focuses on "mastery," meaning we don't just memorise rules; we use hands-on tools to "see" how math works before moving to symbols and equations.

- **Number Structures:** We are building our confidence with numbers, with a goal of mastering everything up to 120. Students are working on "Place Value"—understanding how many hundreds, tens, and ones are hidden inside a number.
- **The Learning Range:** Some children are currently solidifying their understanding of numbers up to 20 or 50, while others are pushing past 100. Our focus is on ensuring every child has a rock-solid "mental map" of numbers so they can count, compare, and order them with ease.
- **Hands-On Learning:** We use physical materials (like blocks and counters) to ensure that the jump from "small numbers" to "big numbers" feels logical and achievable.
- **Counting & Ordering:** Counting forwards and backwards in 2s, 5s, and 10s, and learning to identify odd and even numbers.
- **Algebra (Patterns):** Learning to describe the "core" part of a pattern that repeats and using that to predict what comes next.
- **Geometry:** Identifying and sorting 2D and 3D shapes, including more complex ones like ovals, hexagons, and pentagons.

Year 3 Core Curriculum Learning Information

Reading

We continue our Structured Literacy journey. Our focus is on fluency (reading with expression) and comprehension—moving beyond just "reading the words" to deeply understanding the "why" behind a story.

- **Phonics (Taumata 4 and beyond):** We are beginning the term by reinforcing Taumata 4 to ensure all students are confident with their foundational patterns before we move into more advanced levels. As students progress, they will explore "morphology"—learning how prefixes (like un-) and suffixes (like -ing) can change the meaning of a word.
- **Ready to Read 'Phonics Plus':** Our students work through a range of stages tailored to their current needs, from Kākano (Seedling) through to Rākau (Tree). These books grow in complexity, introducing sophisticated vocabulary and sentence structures to help students become truly independent readers.
- **Guided & Reciprocal Reading:** In our small groups, we are moving toward critical thinking. We aren't just looking at what happened in the story, but why the author wrote it and how we can compare different types of information.

Writing

Year 3 writers are learning to add "flavor" to their work while mastering the technical rules of the English language.

- **Handwriting:** Our goal is automaticity—this means students can print their letters and numbers quickly and easily without having to stop and think about how to form them. This frees up their brainpower to focus on their creative ideas!
- **Spelling (Vowel Patterns):** We are moving into more complex "long vowel" patterns. This term, we are focusing on different ways to make the same sound, such as the 'A' sound in a_e (cake), ai (rain), and ay (play), as well as the 'I' sound in i_e (bike).
- **The Writing Process:** Before we write, we use simple organisers (like story maps or charts) to plan out a single-paragraph text, helping students stay on track.
- **Story Writing (Narrative):** We are learning to "show, not just tell." This means adding details about where a story happens (setting) and how characters act, think, and feel.
- **Grammar & Punctuation:** Students are moving beyond full stops. We are practicing using question marks and exclamation marks, and learning to join short sentences together using "connecting words" (conjunctions) like because or if.

Mathematics

Alongside our PR1ME resources, we are developing a well-rounded mathematical toolkit. Because students develop "number sense" at different speeds, our program is designed to meet every child where they are—whether they are mastering numbers up to 100 or stretching toward 1,000.

- **Number Structures:** We are exploring how numbers are built! Students are practicing how to round numbers to the nearest 10 or 100. This is a vital "real-life" skill that helps with quick estimation and mental math.
- **Addition & Subtraction:** We are focusing on "complements to 100" (knowing instantly that 70 and 30 make 100) and "renaming/regrouping." This is what many parents remember as "carrying" or "borrowing" when numbers move across columns.
- **The Goal:** Regardless of the number range your child is working in, our focus is on accuracy and confidence. We want them to move beyond counting on their fingers to using smart strategies that work for any number, big or small.
- **Algebra (Patterns):** We are moving beyond simple repeating patterns to "growing patterns." This involves identifying the mathematical rule that makes a sequence of numbers get larger or smaller.
- **Measurement (Time):** We are learning to tell the time on both analogue (clock face) and digital clocks. Our goal is for students to read the time accurately to the nearest 5 minutes and, eventually, to the exact minute.

Pukeko Team Other Learning Information

PE& Health

Our PE focus is entirely on Swimming, while our Health sessions explore how we look after our bodies and minds. We follow the Kaukau swimming progression, which moves students through seven levels of confidence and technique. Every session emphasises "water competence"—ensuring students feel safe, calm, and confident.

Year 0 & 1:

- **Swimming:** Building water confidence, safe entry, and learning to blow bubbles.
- **Health:** Learning about personal hygiene and how our bodies grow and change.

Year 2:

- **Swimming:** Developing floating skills and kicking techniques.
- **Health:** Discovering how different foods provide the energy we need to power through our school day.

Year 3:

- **Swimming:** Mastering independent gliding and introducing basic arm strokes.
- **Health:** Exploring the link between what we eat and how we feel (concentration and mood), while celebrating our unique differences.

The Arts

We are exploring how to express ourselves through the "building blocks" of Visual Art, Music, and Drama.

Year 0 & 1:

- **Visual Art:** Experimenting with lines and primary colors.
- **Music:** Finding the "Heartbeat" (the steady pulse in music).
- **Drama:** Exploring how our bodies move to tell a story.

Year 2:

- **Visual Art:** Mastering color mixing and using geometric shapes.
- **Music:** Exploring how rhythm can create different moods.
- **Drama:** Using different "levels" (high, medium, and low) to make movement interesting.

Year 3:

- **Visual Art:** Experimenting with scale, shading, and "tints."
- **Music:** Learning to read and perform rhythmic patterns.
- **Drama:** Creating "movement motifs"—special sequences that carry a specific meaning.

Inquiry: Ngā Hononga (Connections)

Our schoolwide theme this term is Ngā Hononga. We are exploring how we connect to ourselves, our history, and the physical world around us.

Year 0 & 1:

- **Focus:** Exploring the connection between our bodies and our environment.
- **Activity:** Using our five senses to discover how we "fit" into our school and local community.

Year 2:

- **Focus:** Investigating the connection between force and motion.
- **Activity:** Exploring how things move, push, and pull, and the roles we play in making things happen.

Year 3:

- **Focus:** Looking at our connection to the solar system and ancient history.
- **Activity:** Investigating how the Sun and shadows influenced life and time-keeping in Ancient Egypt.

Te Ao Maori

Our focus is on Whanaungatanga—building connections and a sense of belonging within our school whānau.

- **Greetings & Farewells:** Students are practicing how to greet others and say goodbye confidently in Te Reo Māori.
- **Introductions:** We are learning to introduce ourselves and our family members using a basic mihi. You might hear your child practicing: "Ko ___ tōku ingoa" (My name is...).
- **Waiata with Whaea Lee-Anne:** We are so fortunate to have Whaea Lee-Anne leading our waiata sessions. This term, our focus is purely on learning new waiata (songs), helping the children find their voices and enjoy singing together as a group.

Digital Citizenship

We are building strong foundations for how we use technology at school. Our focus is on being safe, kind, and responsible online.

- **Device Care:** Learning how to handle and store our tools respectfully.
- **Class Promises:** Creating shared agreements on how we use technology in our learning space.
- **Protecting Information:** Understanding the importance of keeping personal details, like passwords, private and secure.

Learning through play

In the Junior School, purposeful play is the "bridge" between early childhood and primary school. It isn't just "free time"—it is a carefully designed environment where teachers turn play into teachable moments.

Year 0 & 1: Immersive Exploration

- Children build their vocabulary and social skills while exploring new ideas and playing alongside others.

Years 2 & 3: Guided Challenges

- Play transitions into hands-on "provocations" that encourage students to solve problems, think critically, and lead their own investigations.

Why we do it: By protecting this space for play, we ensure students develop the independence and curiosity they need to succeed as they move into more structured learning.

Classroom Routines – Ngā mahinga o te akomanga

A key part of the Junior School journey is developing independence. We want our students to feel empowered to take charge of their own "bits and pieces" and their daily flow.

- **Building Habits:** We encourage all children to take responsibility for their personal belongings—from hanging up bags to managing their own sunhats and drink bottles.
- **Independence in Action:** Students practice following our daily schedules and "transitioning" (moving smoothly) between different activities.
- **The "Year 3" Step Up:** While our Year 0/1s are learning the basics of "what goes where," our Year 2/3 students are working on accountability—being ready for the next lesson with the right equipment and a focused mindset.

Why this matters: These habits build confidence and ensure that when it's time to learn, our brains are ready and focused, not worried about missing shoes or lost pencils!

Home Learning: Learning Together (Akoranga ki te kāinga)

Home learning is a wonderful way to connect with what your child is doing in the classroom.

- **The Home Learning books:** These books will come home every Monday and include weekly info, a reading log, and a spelling notebook. Please ensure these are returned to school every Friday so we can update them for the following week.
- **Real-Life Learning:** While the notebooks are important, we also highly value "real-life" learning! Cooking together, playing board games, or going for a nature walk are fantastic ways to build vocabulary and math skills in a relaxed way.
- **Parent Portal:** For more specific guidance on how to support your child's progress, please check the Parent Portal.

Supporting Your Child's Positive Development

At Wainui School, we cultivate a positive environment where every child can thrive. Our approach is built on three key pillars:

- **Our 5Rs:** We live and breathe Respect, Relational, Resilience, Resourceful, and Reflective. These are the core values that guide our students' daily actions.
- **E Tū Tāngata:** This philosophy teaches our tamariki that:
 1. You have value.
 2. Others matter.
 3. We succeed together.
- **PB4L (Positive Behaviour for Learning):** This approach helps us proactively guide students to make good choices and take ownership of their behavior.

At Home: We encourage you to use this same language at home! Reinforcing these values helps our children feel consistent support as they grow.