



# ***Takahē Team Newsletter - Term 2, 2025***

## **WELCOME TO TERM 2!**

Kia ora Takahē Team whānau.

Nau mai, haere mai whānau,

Welcome back to Term 2. We hope you all had a relaxing and enjoyable school holiday. To keep up to date with events, please read the school newsletter, which comes out weekly. The school website also provides up-to-date information about what is happening in the school, and this team newsletter will let you know what is happening this term.

### **Special Dates to Note**

Please mark your calendars for these important upcoming events:

**International Student Welcome:** We'll be welcoming our international students from China and Taiwan on the first day of Term 3, Monday, July 14th. The students will be here for the first 4 weeks of Term 3.

**Wai Factor:** Our annual Wai Factor, organized by our Year 8 leader, William Hewitt will be kicking off in Term 3. The Pukeko team auditions are in Week 1 on Wednesday, the semi-finals will be in Week 4 on Monday, and the finals will be in Week 6 on Friday.

**Learning Conversations:** These will take place in Week 3 on Tuesday, July 29th, from 3:15 PM to 6:15 PM, and in Week 4 on Wednesday, August 6th, from 3:15 PM to 5:15 PM. More information to follow.

## **LEARNING INFORMATION**

### **CORE CURRICULUM - Mathematics, Writing, Reading**

#### **Mathematics - Pāngarau**

This term, the Takahē team will be covering the following learning areas in Maths. Each day, your child's teacher will assign a digital task on the PR1ME math online hub, mathpro, for students to complete as revision of the day's lesson. For more information on PR1ME math, visit their website for schools here: <https://www.scholastic.co.nz/schools/education/prime-maths/>

<b><u>Term 1: Year 7 (Book 5)</u></b>	<b><u>Term 1: Year 8 (Book 6)</u></b>
<u>Chapter 2: Multiplication and Division of Whole Numbers</u> - Multiplication of numbers up to 1000	<u>Chapter 5: Quadrilaterals</u>

<ul style="list-style-type: none"> <li>- Division</li> <li>- Division of 5-digit whole numbers by 1-digit whole numbers</li> <li>- Order of Operations (BEDMAS)</li> </ul> <p><u>Chapter 3: Fractions</u></p> <ul style="list-style-type: none"> <li>- Addition and Subtraction of unlike fractions</li> <li>- Multiplication of fractions</li> <li>- Explicit teaching of problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the properties of quadrilaterals (squares, rectangles, parallelograms, rhombi, and trapezoids)</li> <li>- Finding unknown lengths and angle measures of quadrilaterals</li> <li>- Classify quadrilaterals based on their properties</li> <li>- Explicit teaching of problem-solving skills (all chapters)</li> </ul> <p><u>Chapter 6: Decimals</u></p> <ul style="list-style-type: none"> <li>- Decimal place value</li> <li>- Multiply decimals by 10, 100, 1000 and by two-digit whole numbers</li> <li>- Divide whole numbers by 10, 100, 1000 and by two-digit whole numbers</li> </ul> <p><u>Chapter 7: Length, Mass, and Capacity</u></p> <ul style="list-style-type: none"> <li>- Imperial units of measurement</li> <li>- Converting between measures, e.g. ml to l, km to m, using decimals</li> </ul> <p><u>Chapter 8: Mental Strategies</u></p> <ul style="list-style-type: none"> <li>- Use a range of mental strategies to solve division and multiplication questions</li> </ul>
Selected students from both classes are participating in the Otago Problem Solving Challenge, beginning in Week 1, Term 2.	

### Literacy Programme - Reading and Writing

This term, the Years 4-8 teachers are completing a University of Canterbury paper in BSLA (Structured Literacy), intending to start teaching the programme from Week 3 this term. More information about the programme can be found here: <https://betterstartapproach.com/>.

Our literacy programme is guided by the Science of Reading and Writing principles, with a clear progression from what is expected in year 7 to what is expected in year 8. We are committed to a structured literacy approach, ensuring that our teaching is sequential, systematic, and explicit.

<u>Term 1: Year 7</u>	<u>Term 1: Year 8</u>
<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- Explicit teaching of sentence formation, paragraph writing, grammar and syntax through: <ul style="list-style-type: none"> <li>- The Writer's Toolbox (5-6 different sentence styles)</li> <li>- Weeks 2 - 7: Persuasive Writing</li> </ul> </li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- Explicit teaching of sentence formation, paragraph writing, grammar and syntax through: <ul style="list-style-type: none"> <li>- The Writer's Toolbox (7-8 different sentence styles)</li> <li>- Weeks 1-3: Narrative writing</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- Weeks 8 -10: Narrative Writing</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Explicit teaching of comprehension and vocabulary through: <ul style="list-style-type: none"> <li>- Dual Factor Reading/Shared class novel: Can You See Me</li> <li>- Weekly library visits</li> <li>- BSLA (whole class and group lessons)</li> </ul> </li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>- Explicit teaching of phonics and spelling through: <ul style="list-style-type: none"> <li>- The Code: Revision of Lists 5 and 6</li> <li>- Weekly revision of the weekly spelling rule</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Weeks 4-7: Persuasive Writing</li> <li>- Weeks 8-10: Information Reports</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Explicit teaching of comprehension and vocabulary through: <ul style="list-style-type: none"> <li>- Dual Factor Reading/Shared class novel</li> <li>- Weekly library visits</li> <li>- BSLA (whole class and group lessons)</li> </ul> </li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>- Explicit teaching of phonics and spellings through: <ul style="list-style-type: none"> <li>- The Code: List 7 and 8</li> <li>- Weekly revision of the weekly spelling rule</li> <li>- Morphology</li> </ul> </li> </ul>
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## Garden to Table and Technology

In Technology, students have been working on their conceptual designs for a building or room, which we are set to start creating. All elements of our technology programme will combine to create one large outcome. Students used the design thinking process to develop designs and create 3D models with digital design software. This term, we'll focus on bringing their designs to life and creating the supporting products. As we begin constructing the to-scale furniture and room structures, we ask for your help in gathering the necessary materials. Students will compile lists of specific items required for their projects in the first two weeks of school.

<b><u>Subjects</u></b>	<b><u>Skills Taught in Term 2</u></b>
Hard Tech	<ul style="list-style-type: none"> <li>- Measuring and cutting angles</li> <li>- Safety/Precautions</li> <li>- Using power tools safely and effectively</li> <li>- Following the design process to create a miniature house/room of the student's choice</li> </ul>
Soft Tech	<ul style="list-style-type: none"> <li>- Learn a range of sewing techniques, or similar, to create (e.g.) curtains for their miniature home. Basic techniques have been taught in Term 1</li> </ul>
STEAM	<ul style="list-style-type: none"> <li>- Computational Thinking: Develop algorithms and use programming languages</li> <li>- Using and coding micro bits to create lighting for a room/element of their miniature home</li> </ul>
Garden	<ul style="list-style-type: none"> <li>- Plant seeds and care for plants, learning about life cycles and plant needs.</li> <li>- Harvest produce and use it in recipes, understanding the journey from garden to table</li> </ul>
Kitchen	<ul style="list-style-type: none"> <li>- Weighing and measuring of ingredients</li> <li>- Use a range of kitchen tools</li> <li>- Creatively incorporate garden-sourced ingredients into recipes</li> </ul>

## Physical Education and Health - Hākinakina

The important dates for this term are included on the dates page below. Below is an outline of our focus areas this term, along with other sporting events throughout the year. We encourage students to take risks, become involved, and try new sports, making the most of all opportunities.

AIMS training will begin this term. Thank you so much for registering your child for sports. There is still room for students to register for both football and netball

Focus Area	Working towards	Date of Event
Fitness	AIMS and Cross Country in Term 3	AIMS - August 30 - September 5
Winter Sports (Rippa Rugby, Invasion Games)		
Netball and Football	AIMS	AIMS - August 30 - September 5

## Inquiry

Inquiry learning is an educational approach that encourages students to explore broad concepts and develop a deeper understanding through questioning and investigation. We integrate literacy skills, particularly researching, alongside social studies, history, science, technology, and digital skills to provide a rich learning experience.

### School and overarching theme: Manaakitanga (caring for our environment)

#### Term 2: Year 7

- Innovation and Invention
- Explore how innovations and inventions have shaped Aotearoa New Zealand.
  - End goal: Create a prototype of a planned and designed invention

#### Term 2: Year 8

- Technology, Innovation, and Invention
- Explore how innovations and inventions have shaped Aotearoa New Zealand.
  - Explore how technology has shaped the world
  - End goal: Create a tangible prototype of a planned and designed invention

## Science

Science will be a stand-alone subject in our timetables, directly relating to our inquiry learning and integrating literacy. In Term 1, our focus will be on the Physical World. By linking these concepts to inventors and inventions, students will gain a deeper understanding of the world around them.

#### Term 2: Year 7

#### Planet Earth and Beyond (Astronomy)

- Exploring the night sky
- Exploring how day is day, and night is night

#### Term 2: Year 8

#### Planet Earth and beyond (Astronomy)

- Celestial motion, including gravity and its role in orbits
- Explore seasons and the Earth's tilt

<ul style="list-style-type: none"> <li>- Moon phases</li> <li>- Characteristics of planets</li> </ul>	<ul style="list-style-type: none"> <li>- Explore tides and eclipses</li> <li>- Energy transformations and how they are linked to our innovation inquiry unit</li> </ul>
<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
Chemistry	Biology

### The Arts

The arts, encompassing performing arts, visual arts, and music, play a crucial role in developing creativity and cognitive skills. Each term, the three areas of The Arts will have a different focus area and a range of skills taught.

<b><u>Subjects</u></b>	<b><u>Skills Taught</u></b>
Visual Arts	<ul style="list-style-type: none"> <li>- 3D construction of objects using materials</li> <li>- Matariki sculpture creation</li> </ul>
Performing Arts	<ul style="list-style-type: none"> <li>- Learn a range of dance moves as part of a hip-hop performance</li> </ul>
Music	<ul style="list-style-type: none"> <li>- Lessons with Ross and Maria are available by appointment</li> <li>- In Term 3, our Arts focus shifts to Music - including counting beats and exploring a range of instruments</li> </ul>

### Te Reo and Tikanga Māori

Whaea LeeAnne Wade will continue supporting us with our Kapa Haka leadership group and Tikanga Māori programme, a vital part of our school's culture. Kapa Haka helps students develop confidence, leadership skills, and a deeper connection to Māori culture. We see tremendous growth in students who are active participants and leaders in this programme. Tikanga Māori is an important part of our nationwide curriculum. This term, all students will learn a short mihi (speech) in Te Reo Māori, led by our current kapa haka leaders.

### Leadership

We are proud of what so many of our leaders achieved in Term 1. We had a fantastic Easter House Day, and planning for Pink Shirt Day, Wai Factor, and Masterchef is well underway. A group of leaders are running the Minecraft Club, and we have a group planning a creek cleanup. Many of our students had the opportunity to present and speak in assemblies, and teach dance to Year 2 - 8 performers. So much of leadership is student-driven, and we cannot wait to see what our Year 7 and 8 leaders come up with in Term 2!

### **Final Word**

We continue to be impressed by the positive behaviour our students demonstrate daily. We deeply value their commitment to upholding our school values with integrity, both within and beyond the classroom. Their consistent effort across all aspects of school life is commendable and reflects the high expectations we hold. Thank you for your partnership in fostering these positive behaviours – we truly succeed together! We appreciate you reminding your children of the high expectations we have for them at school.