



Te Ara Whanake Term Three Newsletter

July 2026

Tena koutou katoa nga Matua me nga Kaitiaki,
Greetings to all Parents and Whānau,

It's hard to believe we are already halfway through the year.

We were incredibly proud of the tamariki's mahi in term two, in particular their ability to listen to one another, express themselves clearly and confidently, and show collective agency as they worked together to devise the plays we shared in week 9.

What are we learning this term?

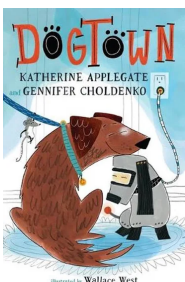
'Incredible inventors'

In term three, our integrated topic has a science (physical world), social science and technology focus. We began the term with a focus on Matariki. Tamariki have shared their knowledge and experiences of this celebration, and we have learnt more about the pūrakau, significance and traditions of the Māori New Year.

Next week, we will launch into our 'incredible inventors' topic, using drama, observation and investigation to find out more about Leonardo da Vinci and his ornithopter. Like da Vinci himself, we will take inspiration from birds to design our own flying machines. Later in the term, we will learn more about different simple machines and their uses through a range of hands-on activities. This learning will support us as we apply our knowledge to conceptualise, design and possibly even build our own inventions.

Literacy

Closely linked to our integrated topic, this term we will be focusing primarily on writing to inform. This includes genres such as explanations and procedural writing. We will be writing instructions, descriptions, timelines, and biographical blurbs and explanations across a range of contexts. We will also continue to build our language and composition skills through expressive narratives and recounts.



Children will be reading a wide variety of different texts each day, with teachers focusing on the two domains of reading- learning to read, and reading to learn. Children will take part in whole-class reading, as well as guided reading in smaller groups. Our shared novel this term, 'Dogtown', by Katherine Applegate and Gennifer Choldenko, fits well with our learning focus.

We will be reading this book throughout the week, and building our comprehension skills through rich discussion in our home learning teams. On non-assembly Fridays, we will come

Key dates this term

In-school Gymnastics Sessions:

Tuesday 21st July, Thursday 23rd July
Tuesday 28th July, Thursday 30th July
Tuesday 4th August, Thursday 6th August
Tuesday 11th August, Wednesday 12th August

22nd July - Matariki Community Celebration
24th July - Wheels Day

31st July - Book Character Dress up Day

14th August - Goal Setting Conversations (Teacher Only Day)

24th August - Teacher Only Day
28th August - Whanake Hosting School Hui

11th September - Onesie Day (Wellington Free Ambulance)

18th September - Musical Assembly

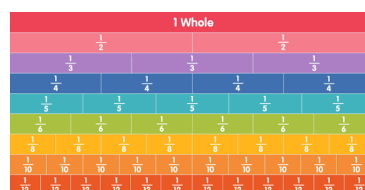
together for 'Chapter Chat', where we explore the themes, characters, settings, and plot through a range of hands-on activities.

Our spelling programme will continue to follow the Better Start Literacy Approach (BSLA) scope and sequence. This approach consists of whole-class lessons focused on morphological and orthographic patterns, small-group reading lessons, and an oral narrative study, which allows children to explore rich vocabulary, language, and story structure.

Reading and writing opportunities are also integrated across all areas of the curriculum. This means children can research information and write about their understanding of different texts across a wider range of topics and interests.

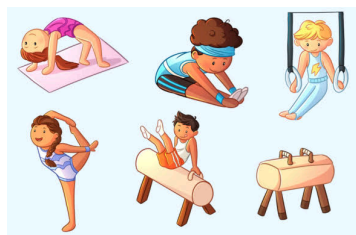
Mathematics

Our maths lessons follow a consistent structure, which includes plentiful opportunities for collaboration, rich discussion, and problem-solving. This term, our number focus shifts to rational numbers (primarily fractions and decimals). Later in the term, we will spend time learning about financial mathematics and time.



Physical Education & Health

As you will have seen in the Kelburn Comms, this term it is Whanake's turn to take part in eight in-school gymnastics sessions. These sessions are facilitated by Easymoves and focus on movement, balance, and flexibility. Please ensure your child wears comfortable clothing that they can easily move in on our gymnastics dates (see the key dates at the top of this newsletter). There is a cost of \$25 for these sessions.



From week 5, we will be focusing on athletics, in preparation for our whole school athletics at the start of term 4. Through this unit, we will be developing our skills in vortex, quoits, long jump, high jump and sprints.

Innov8

Each Monday, we begin the week with Innov8. This is an opportunity for the children to work together and learn through an exploratory and playful context. Underpinning Innov8 activities is a focus on the key competencies (managing self, relating to others, using text, symbols and language, thinking, and participation). Children will practise and develop these skills while engaging with STEM-based and/or creative provocations, as well as reinforcing their skills in mathematics, science, digital technology, and literacy.

Visual Art and Music

In art this term, our focus is innovative art. Through this unit, we will be experimenting with a variety of tools, textures, shapes and materials to create our own masterpieces. Alongside this, we will be exploring beat and rhythm as we learn about a range of different instruments from around the world. We will then apply this learning to make our own instruments.

Tikanga me Te Reo Māori

Te Reo Māori is incorporated into our daily routines and activities. Our structured Māori language learning this term will centre on 'He aha tenei?' ('what is this?'), with a specific focus on sentence structure and adding in descriptive details. In week 9, we will be celebrating Te Wiki o Te Reo Māori with a range of activities and challenges.

Children are also encouraged to opt-in to our Junior Kapa Haka group, which takes place weekly on Tuesdays from 1.45-2.15pm. Those not participating in Junior Kapa Haka will spend this time building their Te Reo Māori skills.

Home Learning & Maths Whizz



Home learning consists of two main parts: home reading and mathematics. This is designed to support your child's learning at school in these areas. The children will bring home their reading log notebook on Monday, and we encourage them to bring it to school each day. To protect the reading logs and any reading books your child brings home, we ask that your child bring a reading folder (book bag) to school each day. Children will not be permitted to bring books home without this.

Children are strongly encouraged to read for at least 20 minutes each day. The focus for this reading is building mileage, fluency, and enjoyment across a range of text types.

Maths Whizz is an online platform that is individualised to your child's learning needs. The programme is designed to respond to your child's ability (assessed through an algorithm that measures accuracy and time spent on each question). We have found that children find this platform engaging and motivating, but we also recognise that screen time can vary between households. If you prefer 'unplugged' learning, we recommend hands-on games and activities. Inside your child's reading log, you will find their Maths-Whizz login, along with some unplugged learning activity suggestions.



Our children lead very busy out-of-school lives. For this reason, out-of-school activities are perfectly acceptable during the week and can count as home learning. Please rest assured that there are no consequences for children who do not complete home learning.

Borrowing Books

We keep a wide selection of chapter and picture books in the Whanake space for children to read anytime. Each Wednesday, children will have a set time to borrow two books they wish to take home. This is an opportunity for children to select their reading material for daily independent reading, and home reading too. At the start of the year, the teachers may support your child (where needed) in choosing their library books.



You can help your child make good book choices by talking to them about what books *you* read and why *you* choose them, as well as taking them to the public library to select from a wider range of books. Remember the five-finger rule: your child reads the book's first page, and every time they get a word wrong, they put up a finger. When they get to the bottom of the page, if they have four or fewer fingers up, they should be able to read the book; if they have five, it may be too difficult. This is just a useful but rough guide.

Seesaw



Seesaw allows children to share their learning with a wider audience, and they especially love being able to share with you! Teachers also utilise Seesaw to keep you updated about the learning taking place in our spaces.

We encourage parents to comment or post to their child's journal. This helps to build the connection between home and school, and provides a glimpse into some of the activities and learning your child is engaged in. If you have trouble connecting to Seesaw, please contact your child's teacher.

Ensemble Groups

All children are encouraged to participate in one of our musical ensemble groups. These provide a rich performing arts experience, along with opportunities for collaboration, and the many cognitive benefits of engaging with music.

- ***Tui Choir*** - takes place each **Thursday morning**, where all year 2 and 3 children come together to sing and develop their voices. Mrs Rachel Smith leads this choir, be sure to keep an eye out for upcoming performances!
- ***Piccolo Choir*** - the children meet in the big downstairs music room (Mahler room) for Piccolo choir at **8:30am** on a **Thursday**. This choir is for years 4 - 6, and is optional.
- ***Xylobeats*** - takes place each Wednesday morning in the Mahler room, starting at **8.30am**. This is for year 4 students.
- ***Little Xylofun*** - each Friday from **8.50am** in the Mahler room. This is for our year 3 students.

Housekeeping

- **Toys:** To alleviate social dilemmas and damage to personal property, we have a no-toys-at-school rule. Should these items accidentally end up at school, our process will be for the teacher to take care of them until the end of the day, when they can return safely home.
- **Lost Property:** It is crucial to have all clothing named so it may be reunited quickly with its owner. Encourage your children to look for their missing clothing as soon as it is lost. If clothing cannot be reunited with its owner, it may end up in the school's lost property, located in the link.
- **Beginning of the school day:** When the bell rings at 8.30am, children are invited into Whanake to prepare for the school day. Before this time, teachers are in meetings, preparing resources for the day, or engaging in professional development opportunities. Children are expected to wait outside or in the Link on wet or cold days. Please, as much as possible, delay your child's arrival at school until 8.30am.
- **Please provide suitable footwear at school;** the children participate in fitness and often run around. Hair ties kept in school bags are often helpful if a child has long hair.
- **Break Times:** At Kelburn, the children have two 10-minute eating times, at 11am and 1pm, as well as a 'brain food' snack break at 10am. Children will be encouraged to eat fruit or vegetables for their brain food break, and we appreciate your support with this.

Parent Help & PTA

We are appreciative of parent helpers who support us to provide a range of learning opportunities for our tamariki. If you are able to help with putting reading books away this term, please email (sophieb@kelburnnormal.school.nz), or speak with your child's teacher.

The PTA does a fantastic job supporting our school and tamariki; this is a great way to get involved with our school community. If you would like to find out more, you can contact pta@kelburnnormal.school.nz.

Getting in touch

As always, your first port of call is your child's teacher. Teachers can be contacted by our email address (ellaa, kyram, sophieb@kelburnnormal.school.nz). If you wish to talk about your child's learning at any stage of the term, your child's teacher will be happy to talk with you.

We look forward to an exciting term ahead!

Ngā mihi nui,
Ella, Kyra, Jo and Sophie (Team Leader)