



# Te Ara Whanake Term Two Newsletter

April 2026

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

Welcome back for term two!

It was great to meet with many of you at our Three-way Goal-setting Conversations last term. The tamariki can be proud of the way they launched into learning in term one, and we are excited to support them as they continue working towards their goals this term.

## ***What are we learning this term?***

### **'A journey through time and place'**

This term, we are travelling back in time as we explore the question '***What stories does the***

***whenua hold, and how do these stories shape our lives today?***' This integrated unit (which encompasses literacy, social science, Aotearoa NZ history and art) will see us taking on the role of historians, considering different perspectives, and discovering more about key events from New Zealand's history. As we build our knowledge, we will be exploring key concepts and wonderings using a range of dramatic conventions, dialogue, and multiple literacies. Through this process, we will work together in our home learning teams to devise our own plays. We are excited to share these with you in week 10 (**Tuesday, 23rd June**).

As part of this unit, Whanake is off on an exciting trip to Te Papa on **Wednesday, 20th May**. At Te Papa, we will be taking part in learning sessions with Te Papa Educators, where we will learn more about the journeys made to Aotearoa, and how early explorers and master navigators from across the Pacific adapted to and shaped Aotearoa into the country it is today. We will also be learning about the journeys of 19th- and 20th-century arrivals from around the globe and how they continue to the present day. We will also spend time exploring the museum in small groups. There will be a small charge for this trip, which will cover bus costs and Te Papa admission. This will be added to your child's statement.

**To make this trip possible, we will need parent helpers to accompany each class. If you are able to help, please contact your child's teacher.**

## ***Literacy***

Our literary learning this term will centre on the context of our integrated topic. We will be writing narratives, dialogue, character descriptions, newspaper articles, taking different perspectives, and recording questions, observations and reflections. As we do so, we will be considering how we can use language to create effect, build our storytelling capabilities, and consider how we can entertain and inform our audience.



## **Key dates this term**

**22nd April** - Strike Percussion performance and workshops

**24th April** - Teacher only Day

**5th May** - Whole School Cross Country and Fun Run

**13th May** - Celebration of Learning

**20th May** - Trip to Te Papa

Whanake Tahī - 10.25-1.30

Whanake Rua - 9.25-12.30

Whanake Toru - 11.25-2.30

**22nd May** - Whanake Assesmbly

**25th May** - Playhouse Theatre: Puss in Gumboots

**29th May** - Music Assembly

**4th June** - NZSO Schools Concert Trip, School Disco

### **Whanake Play Sharing: Tuesday 23rd June**

Whanake Tahī: 12-1pm

Whanake Rua: 10-11am

Whanake Toru: 2-3pm

**2nd July** - Swimming Sports

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 shared reading, as well as guided reading in smaller groups. Our shared novel this term, 'Amorangi and Millie's trip through time', fits well with our learning focus. Written by New Zealand author Lauren Keenan, this book follows two siblings as they travel into the past, along their family line. 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 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 could be researching information and writing 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 multiplication and division. Later in the term, we will move on to measurement, exploring length, mass, temperature, and volume.

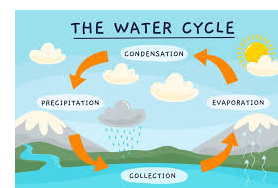
### **Physical Education & Health**

To begin the term, we will be focusing on building our fitness in preparation for our cross-country fun run in week three. We will then focus on ball skills through the context of basketball. We will be developing our passing, shooting, dribbling, and dodging skills through a variety of games and activities, as well as building our sportsmanship. Our health focus this term will centre on how we relate to others and manage ourselves. Each home learning team will also be running a daily fitness programme to support our focus and well-being.



### **Science**

Our science topics this term will focus on Earth systems. We will be learning about water systems and natural landforms. This learning will align closely with the context of our BSLA whole-class reading. We are also looking forward to Primary Science Week in week three, where we will take part in hands-on experiments and develop our science capabilities.

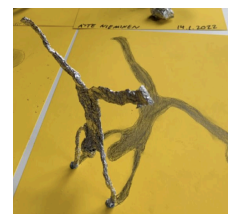


### **Innov8**

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.

### **Art**

In Art this term, our focus is sculpture. 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 create soundscapes and consider how to make and use music to accompany our plays.

### **Tikanga me Te Reo Māori**

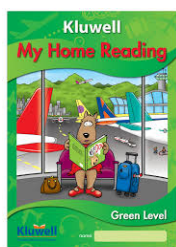
Te Reo Māori is incorporated into our daily routines and activities. Our structured Māori language focus this term will be talking about the weather and seasons. Later in the term, we will also be learning about these in the context of Mātariki. Children are also encouraged to opt-in to our Junior Kapa 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.

### **Whanake Spotlight**

Each week, we have a shared goal relating to one of our school pillars (Whānaungatanga, Pūkengatanga, and Manaakitanga). At the end of the week, we celebrate one child from each home learning team who has exemplified the goal.



### **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](mailto: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](mailto: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 (ella, kyra, sophieb@[kelburnnormal.school.nz](mailto: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)