



Mokoia School Newsletter

office@mokoiaprimary.school.nz

Phone: 06 273 4106



Awards

Well done to Ivy, Cerys, Jamie, Axel, Dulcibella and Harley, for amazing work done throughout the last week.



Daffodil Day

We will be raising money for cancer on 28 August. Children can wear mufti– something yellow would be appropriate, if you have it.

This year we are asking you to donate spare change. We would like the children to bring in lots of little coins (like 10c, 20c etc) and on the day we will make a large heart of them, and then donate them.

Thank you to all those who have already started to bring in coins.

Arts Week

This week is arts' week. We will be working on art projects for display on Pet Day. This year our theme is "Ancient Egypt." Children will be making cartouches (name plaques in hieroglyphics), necklaces/collars in the Egyptian style and either canopic jars (year 5-6) or paintings of African animals (Years 0-4).

As a consequence, some of the usual learning will be suspended. Junior children will choose books from their book boxes to review and consolidate.

Dates for Your Diary

26 August	Mokoia Cross Country 2pm
28 August	Daffodil Day – bring some coins and dress in mufti
31 August (pp 1 Sept)	Cross Country (Kakaramaea School) Selection only basis– details to follow
9 Sept	Parent-Teacher Consultation
14 Sept	Teacher Only Day– school closed for instruction
Saturday 19th September	Pet Day 11am-1pm
24 September	Last Day of Term (25 Sept day off in lieu for Sat 19 Sept– Pet Day)

Cross Country at Mokoia

This year we will be running our cross country on Wednesday 26th August, at 2pm, in our paddock. We would love it if you were able to attend and support our children, as they have been training hard.

Those who come first and second in their races will be able to go to Kakaramaea for the inter-school cross country competition.

We are also willing to take any other very enthusiastic runners, even if they don't win, but want to compete.

Cross Country at Kakaramaea will be on Monday 31st August, and is an all day event. We will contact you directly for permission, if it is likely your child will attend. If your child has a burning desire to attend, please feel free to contact us.



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Spellings

Junior Class
Year 1
Go
In
Here
Are
Is
My

Junior Class
small
ball
all
call
called
many

Senior Class–
antique
colleague
dialogue
tongue
unique
five
friend
found
hole
know

Senior Class– Level 6
criticise
epitome
especially
frequently
government
inept
integral
monstrosity
fleeting
sarcophagus

Whole School Learning



This week we have focused a lot on the African habitat, Ancient Egyptian learning and construction.

Two of our children demonstrated what happens when you wire a house up wrong– disastrous electric shocks (with some very over the top acting!) as well as where to go to get materials for making your own bricks, how to cut down pipes that are too long and why you really should get your license before driving a work vehicle. I'll be honest– I won't be employing those two in the near future (or ever!).

There was some lovely water painting going on. Our children are becoming very skilled at using these competently and I realise that very soon I'm going to be forking out quite a bit more money to replace them the paints! As I was watching them paint, I was impressed by how they selected colours, mixed new ones, accurately put paint down, deliberately allowed paint to mix (or not mix) on the paper, and overall displayed a huge amount of control and choice over their art work.

One of the great things about Discovery Time is that it allows children to develop mastery over skills through repetition, experimentation and the opportunity to make mistakes. So often in lessons, children have one opportunity to get things right and it's much higher stakes. To learn a new skill or to develop mastery over an existing skill, we need long, uninterrupted time to dig deep into it, and the opportunity to try things out without the pressure of "being wrong". Sometimes we need to get it wrong to figure out how to get it right. My piano teacher once told me (when I was really struggling with Beethoven) that sometimes those who understand their learning best are those who have had to struggle with it. Struggling means that you intimately examine it from many different angles and figure out exactly what to do to make it right. You are then able to help others better as you can identify which bit they are struggling with and how to solve it. We hope all our children get the chance to work at things that are important to them.

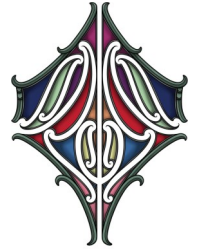




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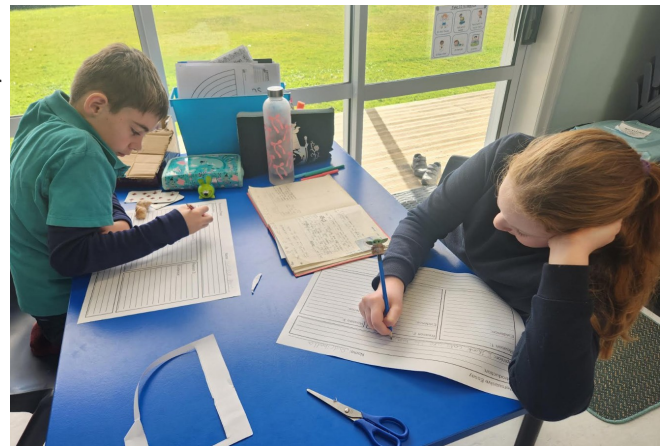


Senior Learning



We've been working on numerical patterns this week in maths! We have looked at many different types of patterns, including ones going into negative numbers, and used a rule to continue on the pattern. We ended the week by introducing square and cube number patterns; we had a lot of fun making the physical representations and we will continue to tie these to the written notation next week, as well as explore growing patterns with shapes.

In literacy, we've been working on our persuasive essays, and trying to strengthen our ideas for why either cats or dogs are the best pet. Now that we've got lots of ideas down, next week we will work to assemble our reasons into an essay that (hopefully!) will convince someone to agree with our argument. We also have been continuing learning about Ancient Egypt through texts and activities. This week we played an Egyptian board game, Senet, created our own pyramids, explored mummification and hieroglyphics, and learned about King Tut's tomb! This will all lead us into our own research next week for our passion projects on an Ancient Egyptian topic of our choice.



In Topic Time, we've been working on hockey skills and also learned about states of matter. We looked at how water changes state by observing a block of ice melting, and connected it to our prior learning about the water cycle.



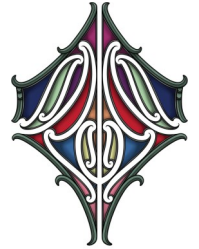
Freeze melt evaporation		
SOLID Definition: have shape, Pick up or touch	LIQUID Definition: takes the shape of the thing it is in	GAS Definition: particles in the air
Example: ice cream	Example: water	Example: toxic gas
Picture:	Picture:	Picture:
Particles:	Particles:	Particles:
matter - something that takes up space and has mass		



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Junior Learning

This week we have been learning about grid references, the points on the compass and giving each other instructions on how to move ourselves, themselves or make patterns on a pegboard using grid references.

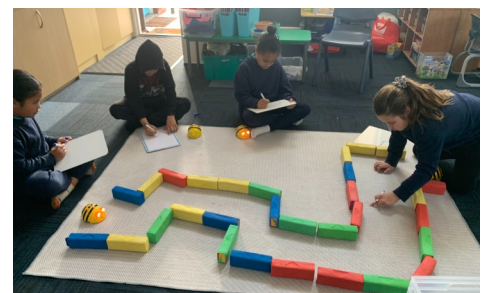


We have also been using the compass points to programme the beebots. Some of our children have been writing algorithms for getting a beebot through a maze. In addition to that we have also been learning about subtraction as “how many more” “how many less” and “the difference between”. For example, 5-2 can be seen as what is the difference between 5 and 2, or how many more is 5 than 2, or how many less is 2 from 5? With small numbers we often just take away and count the new total. But as numbers get larger and the spaces between numbers get larger, being able to

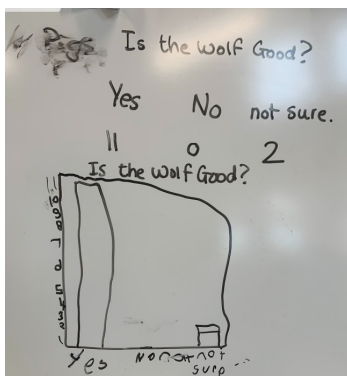


recognise that you can work out subtraction equations by using this concept is crucial for efficient mathematics. We have also introduced division of ten (e.g. 30 divide by 10) and unit fractions of tenths (e.g. 1/10 of 30) as the two equations are ways of saying the same thing. It keeps fractions at the forefront of the children’s minds, and makes it easier when they need to think about adding or subtracting fractions. (they will thank me in Year 5 when they do percentages and fractions!)

In literacy we have been looking at different joining words. On Monday we looked at using “so” to express cause and effect and to show how to join two clauses in a sentence. Children were given sentences to finish— for example, “I was hungry, so...” They did brilliantly. We also looked at using time words like “when”, “next”, “then” and “last week”. All of this came from the story of the Three Little Pigs— the Wolf’s version. We looked for evidence of why the wolf was friendly



really, and the children voted and one of our Year 4 children created a bar chart to show what the class thought.



Towards the end of the week we wrote non-fiction reports about the African Savanna as a habitat. We talked about how animals coped in the hot weather and what they ate. They enjoyed learning the terms “herbivore”, “omnivore”, “carnivore”, “predator” and “scavenger”.

