

# Poutū-te-Rangi March– 2019



**Tena koe, Hello, Bula, Guten Tag**

Congratulations to Tricia who has taken over from Amber. Trisha is now at kindy four days a week whoop whoop! Gemma with her busy schedule will still be supporting us with our administration while Hayley Macdonald will be supporting us in the role of teacher aide on Mondays and Thursdays.

This term we are learning about mana reo. To support this and the children's interests we have had lots happening. It all began with a visit from the actual fire brigade when we had a fire drill. I don't think the children could believe their eyes when the fire truck arrived with lights, sirens and all. Out of the fire truck came Chuck and Jason who spent much time explaining all the bells and whistles on the truck and then giving the children a turn holding the hose. Thank you so much Chuck and Jason volunteering your time the children loved it.

Then we had Mel and Colin in the local RD1 posties to explain how the mail finds its way to your house. This extended the children's interest in writing letters. Mel and Colin had a letter for each child with a lolly pop and then played a game of pass the parcel. Thank you Mel and Colin the children were fascinated with the process and loved the wee treat

Then we came our first four year old sleepover. What a fun night was had by all! Even quite a bit of sleep was had!

## Toy Amnesty

Have you got any of our toys, cups or scissors at your house? A lot of them seem to have gone for a walk about and we desperately need them returned otherwise we end up having to spend hard earned fundraising money on replacing these items, Thank you

*Melissa, Jemma, Tricia, Amber, Jenny Gemma and Hayley*



*We welcome this month  
Ruka Hughes, Liam  
Murray, Thea McCraw,  
Tristan Turner and  
McKenna Hellewell.*

## Fundraising Update

Thank you so much to all the families who helped out with the farmarama. What a ten effort from our community from putting up marquees to baking to spending the day on the food truck. Thank you. It looks like it's going to have been a really successful fundraiser. We will post the grand total as soon as possible.

The wool drive is still underway thank you to all those collecting up wool this is a very time consuming job and we appreciate all your efforts.

We have another fundraising meeting soon to look at the year ahead. We will let you know the date of this ASAP.

## Easter Egg Hunt

April 11<sup>th</sup> 2019

Bring a Picnic Tea

5pm

More details to follow

Group Planning Term 1, 2019  
Goal: Children will develop mana reo

- Indicator 1: Children will further develop oral language
- Indicator 2: Children will utilise oral language for problem solving

**Learning continuum**

Infants/Toddlers	Toddlers/Young children	Rangatira (leader)
<ul style="list-style-type: none"> <li>• Mimic babble with attachment teacher</li> <li>• Engage in stories, songs, dances and rhymes (listening, moving and verbal expression).</li> <li>• Become familiar with books.</li> <li>• Explore media related to the arts (sensory).</li> <li>• Use one-two word sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple instructions in te reo Māori and English.</li> <li>• Articulate wants and needs orally.</li> <li>• Extend on one/two word sentences</li> <li>• Share ideas.</li> <li>• Participate in karakia.</li> <li>• Lead karakia.</li> <li>• Join in regular rhymes and stories.</li> <li>• Ask for favourite books, songs, stories, rhymes, waiata and karakia.</li> <li>• Join in pepeha as a group.</li> <li>• Contribute to poroporoake</li> <li>• Give problem solving a go with teachers support</li> <li>• With support – Stop and listen to peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Re-enact or Re-read stories to/with peers</li> <li>• Talk to artwork, expressing ideas.</li> <li>• Retell stories.</li> <li>• Share stories.</li> <li>• Create stories.</li> <li>• Use language with peers and teachers to solve problems.</li> <li>• Support younger children to use their language.</li> <li>• Listen and respond to peers.</li> </ul>

Teaching strategies

- Teachers will tell oral stories and legends regularly so children can become familiar with them.
- Teachers will discuss each morning their intentional teaching for the day so we can focus on how to move the children along their continuum.
- Teachers will be encouraging growth mind-set by utilising language to support problem solving such as ‘Have you tried?’
- Teachers will use rangatira to role model.
- Use 4+1 strategy (four comments then a question) wait for a response...10-15 seconds to allow child to process the question.
- Feed in language by making comments
- Acknowledge and fix it up (“I see two mouses”, “Yes, there are two mice”)
- Adults will be teachers not testers, children learn new sounds by listening to them. Make sure you give lots of examples for them to hear not expecting them to copy (be tested)
- Syllable counting with children’s names e.g. Me-liss-a, Jem-ma, Trish-a, Am-ber
- First sound identification – emphasize the first sound of words
- Use list of expected ages/stages for sound identification and language development
- Role play – e.g. snatch
- Teachers play on competent communication with each other, emphasizing this
- Leadership training through Camp and Forest
- Data collection at beginning and end of term.
- Listening games
- All children will participate at end of day Whāriki