



STANLEY BAY SCHOOL

Learning at Stanley Bay School

Year 0-1



Communication

There are a number of ways that the school and your child's teacher will stay in touch with important information, classroom activities and updates.

Weekly email

Each Monday your child's teacher will send out a weekly update with some highlights of the learning happening in the classroom, important information and reminders of upcoming events and dates. Please read these emails carefully.

Seesaw

Seesaw is a digital student portfolio that gives students an audience for their work and gives families a window into what's going on every day in their child's classroom.

Teachers and students can add posts to their journals. Posts showcase what they've been working on in the classroom. This could include photos, artwork, videos, activities, notes, projects they've created in other apps, and more. Families get notified when there are new posts in their child's journal. They can view posts and add likes and comments.

Seesaw requires an invite from your child's teacher in order to sign up. You will be sent a paper or email invite with a QR code or link. You will then need to download the Seesaw Family app or login in on a desktop computer.

Up to 10 family members can connect to one child's journal.

News Bulletin

This can be accessed through the school website or the School App and is updated throughout the term with event information, curriculum insights, sharing of learning and other important information. The link to the bulletin is emailed to parents on alternate Wednesdays.

School App

The SchoolApp is a one stop shop for contacts, notifying absences, the school calendar, alerts, term dates, links to school news bulletins and Kindo.

Stanley Bay School Website - <https://www.stanleybay.school.nz/>



The School Day

Please make sure your child comes to school every day with:

- Fruit snack, morning tea, and lunch
- Drink bottle
- Book bag
- Poem/home learning book
- Library books (on library day)
- School sun hat (Term 1 & 4)

Students can arrive into their classroom from 8.30am. Although parents are welcome into the classroom any time, we encourage you to drop your child off at the school gate and let them come into school themselves in the morning. Letting your child carry their own school bag and belongings and organising themselves for the day really helps to develop independence, self-management and resilience. It is a good idea to get to school by at least 8.40am so they have time to settle in before the bell.

8.45am	Teachers will meet students arriving at school outside on the Russell Street court. Students who are already at school are supervised by a teacher aide in the classroom.
8.55	Learning time
10.00	Fruit snack and fitness
11.00	Morning tea
11.20	Morning tea ends and the students are encouraged to go to the toilet before returning to class.
11.25	Learning time
12.50	Lunch
1.40	Lunch time ends and the students are encouraged to go to the toilet before returning to class.
1.45	Learning time
2.50	Teachers will take their class to the Russell Street court and release students to their parents/caregivers as they see them.
3.00	End of the school day

Core Curriculum Information

Literacy

Phonics

Students develop their understanding of words being made up of phonemes (individual letters and letter clusters) and, through specific phonics lessons, will start to 'crack the code' - the ability to decode and encode written language.

This starts with learning individual letters and their sounds and moves to more complex letter patterns such as consonant and vowel digraphs and long vowels (e.g. ch, ff, ou) over Years 0-2 and above. This is essential for learning to read and to write.

Reading

Reading at Stanley Bay follows the latest research and best practice, moving to a 'Structured Literacy' approach.

As students gain confidence with phonics they are introduced to reading through the use of special 'decodable' books. These are designed to support a Structured Literacy approach to teaching reading. Letter sounds (phonemes) and the letters that represent them (graphemes) are taught explicitly and systematically. In decodable books, the text is controlled by and limited to the phonemes that have been taught to that point. For example, the first set of books are based on children only needing to know the sounds for s a t p i n m d. They will also contain some high-frequency 'heart words'.

At first these books will just be read at school and your child will have activity sheets to practice the skills they are learning sent home in their poem books.

As your child makes progress they will move to a different kind of decodable book that is able to be sent home. Activity sheets will also continue to be sent home in poem books.

Writing

Writing begins with fine motor skills and handwriting and develops into the encoding of sounds into letters and words. At level 1 of the NZ Curriculum, students gain an understanding of basic sentence structure and begin to develop their writing skills.

There will often be high-frequency words incorporated into writing with repetitive sentence beginnings and structure such as "I see the _____".

Writing topics are often about exciting activities the class has experienced. We develop a sense of the children as writers by sharing with audiences on Seesaw for parents, showing writing to the principal or other members of staff and publishing students' writing on the fortnightly bulletin.

How you can help at home

- *Teachers don't expect parents to teach reading or writing at home. We encourage families to read with or to their children every day with books from home or your local library, fostering a love and enjoyment of books and reading.*
- *Practice basic phonics at home using the Jolly Phonics resource in this booklet.*

- *If your child only knows some letters and sounds then we wouldn't expect them to be able to read or write more complex words such as 'house' or 'really' as these words contain letter patterns they have not learnt yet. Please do not encourage your child to guess what words may be as this contradicts the explicit strategies we are teaching at school.*
- *If your child is keen to write at home, encourage the stretching of words and praise them for whatever they are capable of (even if this is only 1 or 2 letters).*
- *Talk about the books you read together, developing oral language, vocabulary and comprehension.*
- *Help to develop fine motor skills with activities such as threading, colouring, kneading dough, playing on playground equipment and cutting with scissors.*

Maths

In the first two years of school the focus is predominantly on developing students number knowledge. This includes such things as reading numbers, counting forwards and backwards, saying the number before and after numbers, skip counting and simple basic facts.

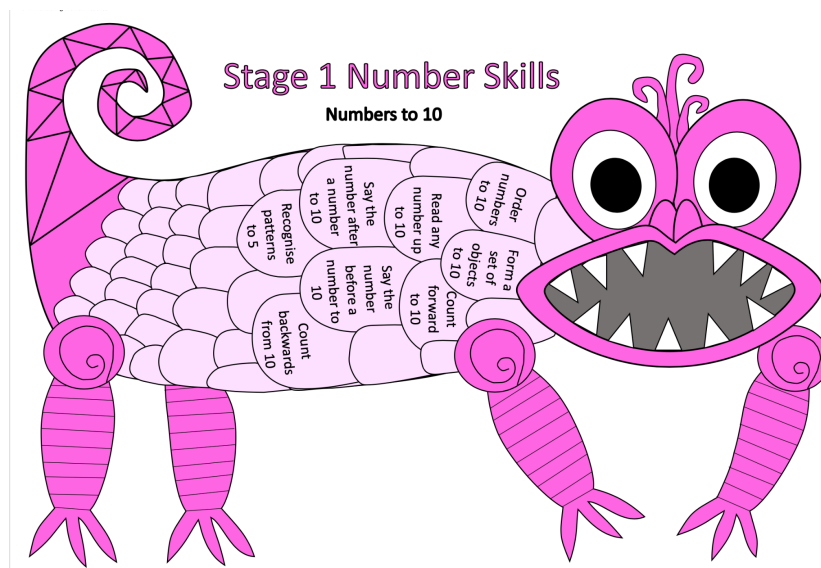
This number knowledge supports the learning of addition, subtraction and basic grouping (multiplication) and sharing (division) strategies.

Each term there will also be a focus on specific maths strands such as geometry, statistics or measuring time or length.

Your child will have a 'Maths Taniwha' glued into their maths books. This identifies the specific number knowledge skill/goal they are learning in class. A photo of this will be shared on Seesaw each time they have a new goal so you can practice this skill at home.

How you can help at home

- *Practice your child's specific number knowledge goal from their Maths Taniwha.*
- *Talk together and have fun with numbers and patterns, making specific links in your everyday life to maths ideas such as fractions, telling the time, distances and shapes.*
- *Play card and board games.*



Learning Through Play

*“Play and learning are like the two wings of a butterfly – one cannot exist without the other.” Carla Rinaldi
President of Reggio Children*

Learning through play is a pedagogical approach where play is the valued mode of learning – where children can explore, experiment, discover, and solve problems in imaginative and playful ways. At Stanley Bay we are implementing and developing our play programme, incorporating play into the daily classroom routine from Year 0-2.

Learning through play can help schools realise the vision of The New Zealand Curriculum to develop confident, connected, actively involved, lifelong learners. Almost all of the values and key competencies in The New Zealand Curriculum can be developed through a play-based approach to learning. A range of learning areas can be explored with connections made across learning areas as well as to home and the wider world. Learning through play also provides the opportunity to extend the use of Te Whāriki curriculum into the early years of schooling.

Today’s world is constantly changing. Play helps children learn how to collaborate, innovate and problem-solve, which are skill-sets they’ll need to thrive in uncertainty and to create opportunities for themselves and their communities. (The Lego Foundation, 2019)

Learning through play is described as combining playful child-directed activity with teacher or adult supported or guided learning objectives (Weisberg, Hirsh-Pasek & Golinkoff, 2013).

Learning through play incorporates;

- free or voluntary play
- guided play
- outdoor play
- collaborative play
- learning through games
- physical play
- and digital play, among others.

Experts have established that learning through play supports the development of early literacy and numeracy skills in an integrated approach, while also cultivating children’s social, emotional, physical, and creative skills (Marbina, Church & Tayler, 2011)

Collecting play items

As part of our play programme we provide loose parts type play in our Makerspaces. We would appreciate donations of bits and pieces from home that you may otherwise throw in the rubbish or recycling such as; bottle lids, paper tubes, cardboard boxes, small plastic items, string, ribbons, plastic bottles etc.

Useful Information

Mihi whakatau

Your child will be welcomed to the school with a mihi whakatau (speeches and waiata/singing) at the beginning of the term. If they started school in the middle of a term they will be welcomed at the beginning of the next term.

Assemblies

Whole School assemblies are held on alternate Fridays to celebrate learning.

Stationery

There is a stationery list attached to this booklet. You will be informed of the items needed depending on when your child starts school. If you are required to provide the full list, you can order this on Kindo. Stationery ordered on Kindo will be delivered to the classroom and the teacher will organise all of the items. You will also need to provide a book bag for your child. These can be purchased on Kindo and will be delivered to your child's classroom.


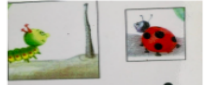
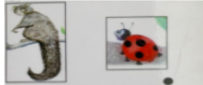




Kindo - Online Shop

Our online shop is designed to make it easy for you to complete permission slips, view, register and pay for all of your child's needs. Our school sports uniform and sun smart hat can also be purchased here. It's quick, secure and open 24/7, and offers many card and bank transfer options, and options to hold an online balance or pay-as-you-go. We encourage you to set up an account today. Access is via our school website, app or go directly to myKindo.co.nz.

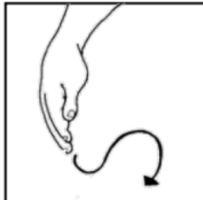
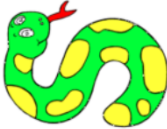
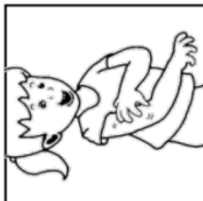

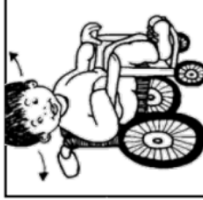



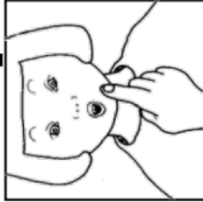
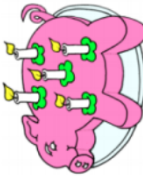
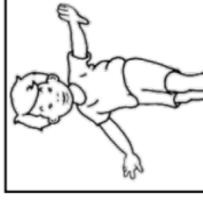


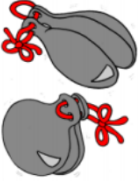

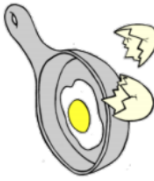




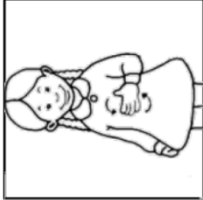
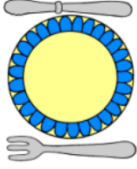
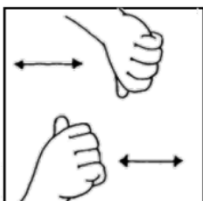

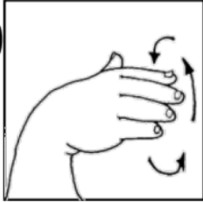
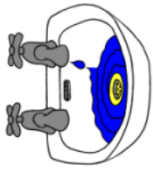
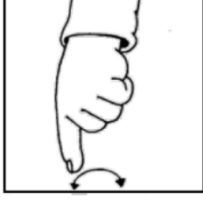

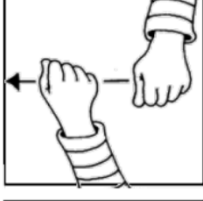
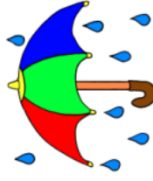


Parent Help

Please let your child's teacher know if you are able to help in class. If you have a particular interest or talent we would love for you to share it with the students at school.

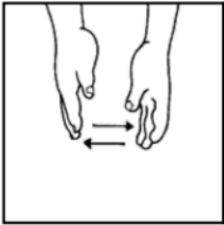
Handwriting at Stanley Bay uses the 'Casey Caterpillar' resource

 <p>a</p> <p>open mouth short stick</p>	 <p>b</p> <p>tall stick, gate that's closed</p>	 <p>c</p> <p>open mouth</p>	 <p>d</p> <p>open mouth, tall stick</p>	 <p>e</p> <p>twig, open mouth</p>																				
 <p>f</p> <p>feeler, twig</p>	 <p>g</p> <p>open mouth, possum tail</p>	 <p>h</p> <p>tall stick, tunnel</p>	 <p>i</p> <p>short stick, spot</p>	 <p>j</p> <p>possum tail, spot</p>																				
 <p>k</p> <p>tall stick, twirly vine</p>	 <p>l</p> <p>tall stick</p>	 <p>m</p> <p>short stick, tunnel, tunnel</p>	 <p>n</p> <p>short stick, tunnel</p>	 <p>o</p> <p>wide open mouth</p>																				
 <p>p</p> <p>hanging stick, gate that's closed</p>	 <p>q</p> <p>open mouth, hanging stick, sloping stick</p>	 <p>r</p> <p>short stick, tunnel, stop it</p>	 <p>s</p> <p>snake shape</p>	 <p>t</p> <p>tall stick, twig</p>																				
 <p>u</p> <p>gum nut cup, short stick</p>	 <p>v</p> <p>sloping stick, sloping stick</p>	 <p>w</p> <p>slope, slope, slope, sloping stick</p>	 <p>x</p> <p>sloping sticks, crossed</p>	 <p>y</p> <p>gum nut cup, possum tail</p>																				
 <p>z</p> <p>twig, sloping stick, twig</p>	<table border="1"> <tbody> <tr> <td>1</td> <td>Tall stick</td> <td>2</td> <td>Ear, tall stick, twig</td> </tr> <tr> <td>3</td> <td>Ear, ear</td> <td>4</td> <td>Tall stick, twig, short stick</td> </tr> <tr> <td>5</td> <td>Short stick, ear, twig</td> <td>6</td> <td>Tall stick, make a snail</td> </tr> <tr> <td>7</td> <td>Twig, tall stick</td> <td>8</td> <td>Make Sammy the Snake, put his tail in his mouth</td> </tr> <tr> <td>9</td> <td>Open hungry mouth, tall stick down</td> <td></td> <td></td> </tr> </tbody> </table>				1	Tall stick	2	Ear, tall stick, twig	3	Ear, ear	4	Tall stick, twig, short stick	5	Short stick, ear, twig	6	Tall stick, make a snail	7	Twig, tall stick	8	Make Sammy the Snake, put his tail in his mouth	9	Open hungry mouth, tall stick down		
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Jolly Phonics for learning individual letters and their sounds

S s	 Action Weave like a snake, making 's' shapes saying sssssssssss		A a	 Action Wiggle fingers above elbow as if ants crawling on you, and say a, a, a!		T t	 Action Children imitate watching tennis, turning head from side to side and saying t t t		I i	 Action Pretend to be a mouse, by wiggling fingers on the end of your nose (whiskers), and squeak, i, i, i		P p	 Action Hold up index finger, as if it is a lit candle, and imagine putting it out, saying p.		N n	 Action Hold out arms as if an aero plane nose diving, and say nnn.		C c	 Action Raise hands and snap fingers together as if playing castanets and say k, k, k.		E e	 Action Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying eh, eh, eh	
H h	 Action Act as if panting after a race holding hand up to mouth, and saying h, h, h.		R r	 Action Pretend to be a puppy pulling a rag, with teeth clenched and shaking head, saying rrrr		M m	 Action Rub tummy, seeing tasty food, and say mmmmmmm		D d	 Action Pretend to hold drum sticks and beat up and down on a drum and say d d d.		G g	 Action Spiral hand down as if water gurgling down a plug hole, and say g, g, g, gurgie		O o	 Action Imagine turning a switch on and off saying o, o, o, o, o, o, off		U u	 Action Keep one hand steady and raise the other, as if raising an umbrella, and say u, u, u...up.		L l	 Action Pretend to lick a lolly, saying llll.	

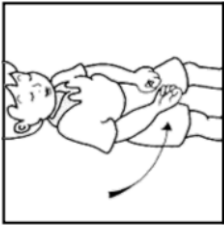
F f



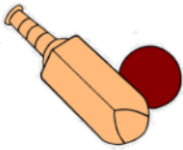
Action
 Place one hand above the other, lower the top hand as if imitating fish is deflating, and say *f f f f f*




B b



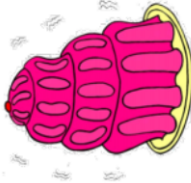
Action
 Place hands together as if batting a ball, and say *b, b, b*.




J j



Action
 Pretend to be a jelly and wobble, saying *j, j, j*, jelly




Z z



Action
 Pretend to be a bee. With elbows in, and hands flapping, saying *zzzzzzzz*.



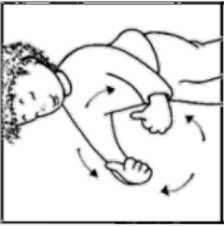
W w



Action
 Blow into open hand like the wind, repeating *wh, wh, wh*.




V v



Action
 Pretend to be driving along in a van, saying *v v v*.



Y y



Action
 Pretend to eat yogurt from a spoon, saying *y, y, yogurt*, with each spoonful.



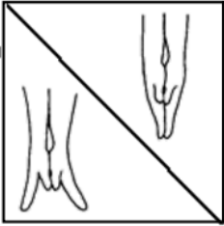
X x



Action
 Pretend to take an x-ray with an x-ray camera, saying *xs, xs, xs*.



Qu qu



Action
 Make a duck's beak with hinged hands and say *qu, qu, qu quark*.



READING AT HOME

SUPPORTING YOUR CHILD'S READING

Make reading fun

- Reading at home needs to be fun and easy – something you both look forward to, a time for laughter and talk.
- Find a comfortable, quiet place for the two of you to cuddle up and read, away from the TV for 10-15 minutes.
- If you or your child start to feel stressed, take a break and read the rest of the story aloud yourself – keep it fun.
- Make some puppets – old socks, tubes of paper or card, cut-outs on sticks – that you and your

child can use to act out the story you have read. Or dress up and make it into a play.

- Play card games (you can make the cards yourself).
- Read songs, waiata, poems and rhymes, have fun together. Sing them together, too.



Talk about reading

- Talk about the story and the pictures, other stories you have read, and experiences you have both had that are like those in the story.
- Sometimes you can be the listener, sometimes the reader and sometimes you can take turns. The cat, the dog, teddy or a big brother might get read to, too.
- All children like to be read to, so don't stop reading to them – no matter how old they are.
- Encourage your child to read all sorts of things – the TV guide in the newspaper, street signs, food labels. Simple recipes are great – you get to eat what you've read about, too.



When they are reading, your child will still be coming across words they don't know.

When this happens, you could remind them to think about what they already know to do when they get stuck.

If that doesn't help you might ask "What word would make sense that starts like that?" or "What do you know about that word that might help?"

If they still can't work it out – tell them and praise their efforts.

Take your child to the library

- Help them choose books to share.
- Find other books by the same author or on the same topic (or look for more information on the web – you might have to be the reader for this one).

Help your child to link stories to their own life. Remind them about what they have done when a similar thing happens in the story.



Talk with your child all the time – and give them time to talk with you. You can use your first language.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

www.minedu.govt.nz/Parents

WRITING AT HOME

SUPPORTING YOUR CHILD'S WRITING

Make writing fun

- Encourage your child to write – on paper or on the computer. It is OK for you to help and share the writing. Give lots of praise.
- Enjoy the message and don't make your child anxious about spelling or neatness.
- Make a photo book and get your child to write a title.
- Scrapbooks are fun, too. Old magazine or newspaper pictures about a favourite subject, dogs, your family, motorbikes or the latest toy craze, pasted on to blank pages – with room for captions or stories, too.

Play with words. Thinking of interesting words and discussing new ones can help increase the words your child uses when they write. Look up words in the dictionary or on the Internet or talk to family and whānau to find out more about the meaning and the whakapapa (origins) of the words.



PLAY

Talk a lot to your child while you are doing things together. Use the language that works best for you and your child.

Talk about their writing

- Make up a different ending for a favourite story to use for reading together.
- Ask them to write about pictures they draw. Get them to tell you the story.
- Keep writing fun and use any excuse you can think of to encourage your child to write about anything, any time.

Don't worry if your child's letters are sometimes backwards or words are misspelt at this age. The important thing is that they have fun writing at home and are making an effort.

Give them reasons to write

Help your child to:

- write lists – 'Things I need from the shop', 'Games to play when I am bored', 'Things I want to do in the holidays'. The last one can be cut up and go into a box or bag for a lucky dip when the holidays finally arrive
- write out recipes or instructions for other people to follow (especially fun if the instructions are for an adult)
- keep a diary, especially if you are doing something different and exciting. Your child can draw the pictures or stick in photos. Their diary could be a webpage on the computer
- write letters, cards, notes and emails to friends and family and the Tooth Fairy – you might write replies sometimes, too
- cut out letters from old magazines and newspapers to make messages
- write secret messages for others to find in their lunch box or under their pillow.

Display their work. Be proud of it. Share it with others.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

www.minedu.govt.nz/Parents

MATHEMATICS

AT HOME

SUPPORTING YOUR CHILD'S MATHEMATICS

Talk together and have fun with numbers and patterns

Help your child to:

- ✿ find and connect numbers around your home and neighbourhood; e.g., 7 on a letterbox, 17 on another and 27 on another
- ✿ count forwards and backwards starting with different numbers (e.g., 58, 59, 60, 61, 62, then back again)
- ✿ make patterns when counting forwards and backwards (e.g., "5, 10, 15, 20 then 20, 15, 10, 5 and 30, 40, 50, 60 or 12, 14, 16, 18, 20 ...")
- ✿ do addition and subtraction problems by counting forwards or backwards in their heads (e.g., $8 + 4$, $16 - 3$)
- ✿ count the number of poi in a kapa haka performance
- ✿ learn their 'ten and...' facts (e.g., $10 + 4$, $10 + 7$)
- ✿ double and halve numbers to 20 (e.g., $7 + 7$ is 14, half of 14 is 7).

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

Use easy, everyday activities

Involve your child in:

- ✿ sorting (washing, odd socks, toys, cans) while tidying up
- ✿ telling you what their favourite things are – food, sport, colour
- ✿ reading – notice and talk about numbers. Ask questions about the pictures like "how many birds are there?"
- ✿ a shape and number search together wherever you are, like numbers of shoes, shapes of doors and windows.

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

For wet afternoons/school holidays/weekends

Get together with your child and:

- ✿ use mathematics words during play (treasure hunts, obstacle courses, building huts) – "under", "over", "between", "around", "behind", "up", "down", "heavy", "light", "round", "your turn next", "before", "after", "left" and "right", "square", "triangle" – you can use your first language
- ✿ play with big cardboard boxes using words like "inside", "outside"
- ✿ play games and do puzzles; e.g., jigsaws, "I spy something that is longer, bigger, smaller than..."
- ✿ do water play using different shaped containers and measuring cups
- ✿ bake – talk to your child about the recipe/ingredients and how many pieces you need to feed everyone

The way your child is learning to solve mathematics problems may be different from when you were at school. Get them to show you how they do it and support them in their learning.

- ✿ dance to music and sing/clap to favourite songs
- ✿ make and play stick games with tī rākau or newspaper rolls
- ✿ play with a pack of cards - make up addition and subtraction problems using numbers to 20
- ✿ look at a calendar – "how many days/weeks until an event?", "how many days in the month?", "how many weekends?". Encourage your child to look for patterns.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

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