

Welcome to KTS Intermediate 2022



Pohutukawa Team



| | Monday <i>Home Learning due in Wear Fitness top- am</i> | Tuesday <i>Wear fitness top- am</i> | | | Wednesday <i>Wear fitness top- am</i> | Thursday <i>Wear fitness top- pm</i> | Friday |
|--------------|---|---|------------------------------------|------------------------------------|---|--|---------------------------------|
| 8:50 | Hui | Fitness | | | Hui | Literacy/ Inquiry / Science | Hui |
| | Fitness | Library 9 - 9:45 | Performing Arts- Miss Ogilvy | Mathematics- Mrs Coulter | Fitness | | Assembly/Literacy |
| 9:00 | Literacy/ Inquiry / Digital Tech / Science | Kohia Korero Te Reo | | Mathematics- Mrs Coulter | Novel/Reading | | |
| | | | | Languages 9:45 | | | |
| 10:30 | Morning tea | Morning tea | | | Morning tea | Morning tea | Morning tea |
| 11:00 | Mathematics | Mathematics- Mrs Coulter | Kohia Korero Te Reo | Performing Arts- Miss Ogilvy | Mathematics | Mathematics | Languages |
| 12:00 | | | Library 11:45 - 12:30 | | Literacy/ Inquiry / Science | Literacy / Inquiry / Science | Mathematics |
| 12:40 | Lunch | Lunch | | | Lunch | Lunch | Lunch |
| 1:30 | Literacy/ Inquiry/ Digital Tech / Science | Performing Arts- Miss Ogilvy | Mathematics- Mrs Coulter | Library 1:30 - 2:15 | Technology | Sport | Literacy / Inquiry / Science |
| 2:15 | | | | Kohia Korero Te Reo | | | |

Term One 2022 Timetable

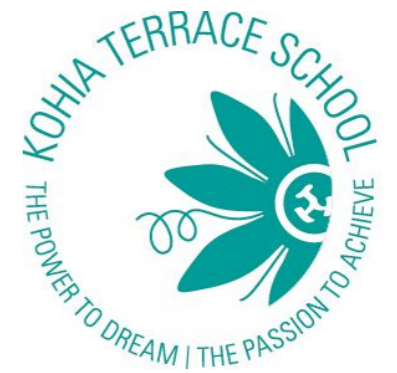
Technology



- Food Tech
- 3D Design
- Mara kai
- Textiles
- Animation
- Woodwork



Languages



- French
- Spanish
- Mandarin Chinese
- Acceleration (English)
- ELL



Additional Staff

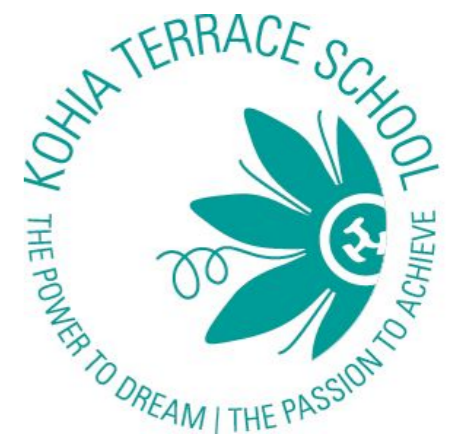





- Louise Coulter - Mathematics extension / Mathematics release/ Room 15 and R16 (Thursdays)
- Rachel Ogilvy - Performing Arts
- Catherine Palmer- French
- Lorraine and Eloise- Teaching assistants



Learning at KTS

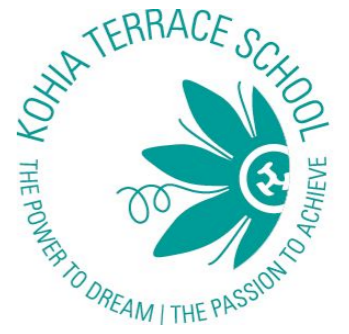
Learner Agency



| Audience and Purpose | Ideas | Sentence Structure | Text Structure | Language |
|--|--|--|---|--|
|  <p>Gain audience interest by carefully choosing different techniques to hook in my audience and maintain their</p> <p>i INFORMATION</p> |  <p>Support the writing with detail to make it more interesting e.g. describe the characters' looks or thoughts</p> <p>i INFORMATION</p> |  <p>Write simple, compound and complex sentences that are grammatically correct e.g. by</p> <p>i INFORMATION</p> | <p>Deliberately choose, and sometimes experiment with, a clear, controlled and logical text structure that is appropriate for narrative e.g. orientation, problem, series of events. conclusion</p> <p>i INFORMATION</p> | <p>Deliberately use written and visual language features when appropriate to enhance my writing e.g. similes, metaphors, personification, hyperbole, rhetorical questions and a variety</p> <p>i INFORMATION</p> |
| <p>Use 'show not tell' with more sophistication to make my reader infer meaning e.g. Thwang, thwop! One of them must have landed on the next door neighbour's climbing bean frame.</p> <p>i INFORMATION</p> | <p>Select, explore and develop my ideas throughout my writing e.g. I may revisit an idea as the writing progresses</p> <p>i INFORMATION</p> | <p>Intentionally vary my sentence beginnings, structures and lengths for effect e.g. Little did I know, I was about to enter a warzone.</p> <p>i INFORMATION</p> | <p>Deliberately choose, and sometimes experiment with, a clear, controlled and logical text structure that is appropriate for recount e.g. sequence of events</p> <p>i INFORMATION</p> | <p>Intentionally choose a variety of appropriate vocabulary in order to engage the audience and communicate specific meaning related to the topic. I can discuss these choices with others</p> <p>i INFORMATION</p> |
| <p>Record my thoughts, feelings and ideas clearly so that the reader can understand what I am trying to say</p> <p>i INFORMATION</p> | <p>Shape and craft with my reader in mind e.g. I choose which ideas to include, when in the writing I reveal them and how much of them I reveal</p> <p>i INFORMATION</p> | <p>Sentences make sense because they are not fragmented e.g. As I ran to the car.</p> <p>i INFORMATION</p> | <p>Deliberately choose, and sometimes experiment with, a clear, controlled and logical text structure that is appropriate for procedure e.g. materials, method, ordered steps</p> <p>i INFORMATION</p> | |
| <p>Include feelings as a way to show my personal voice e.g. I hate brussel sprouts!</p> <p>i INFORMATION</p> | <p>My writing is concise and relevant to the task that I am working on e.g. I give useful information, detail and/or description without being too long or too short</p> <p>i INFORMATION</p> | <p>sentences make sense because they do not run on, e.g. run on sentences are long and have commas instead of a semicolon or a new sentence</p> <p>e EVIDENCE i INFORMATION</p> | <p>Deliberately choose, and sometimes experiment with, a clear, controlled and logical text structure that is appropriate for explanation e.g. introduction, details. conclusion</p> <p>i INFORMATION</p> | |

Agency – the power to act –
informed/empowered/enabled learners

How we report at KTS



- 3-way teacher conferences ZOOM (Term 1)
- HERO Learning Posts throughout the year on subject areas (maths, reading, writing) and Kohia Competencies (mōhio, whakaaro, whakatutukitanga, whanaungatanga)
- End of Year Report shared through HERO

Communication



SCHOOL APP

- [KTS website](#) and Newsletter out every Tuesday
- All communication will be sent out via Hero. We encourage you to have the School App downloaded on your phone for easy access.

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laura@kts.school.nz

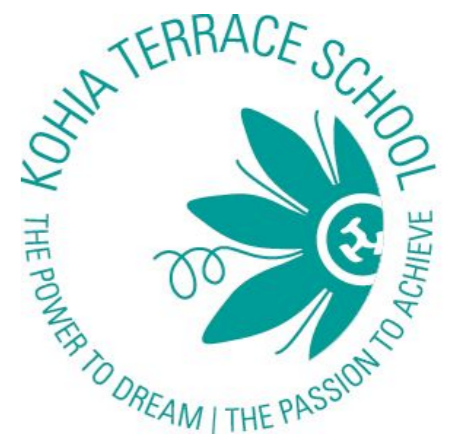
nicola@kts.school.nz



HERO

LINC - ED
EDUCATION

Home Learning



Pohutukawa 2022

[Stream](#)

[Classwork](#)

[People](#)

[Marks](#)

Pohutukawa 2022

[Customise](#) ▼





Google Classroom

Room 14 Home Class



Room 16 Home Class



Room 15 Home Class



Room 14 Home Class



Due today

15:00 – Inquiry and Literacy Assignment

Due Monday

09:00 – Literacy Home Learning Week 3

Instructions

Student work



Literacy Home Learning Week 3



Laura Clack • 14 Feb

Due 21 Feb, 09:00

Home learning will be given out each Monday.

Each week, you will need to work on a narrative writing skill for the week's theme.

The home learning is due on Monday by 9am. You will work with a partner to give feedback on your home learning.

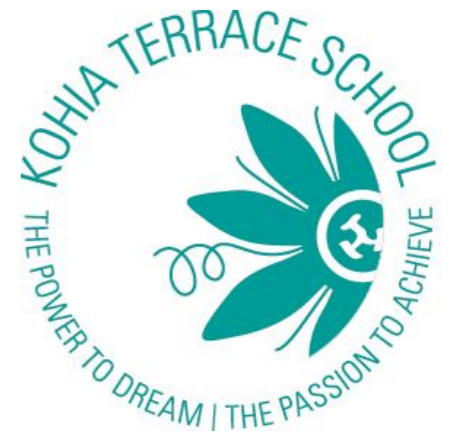
Week 3 14/02/2022 - Character Description

As it is National Library Lover's Month you need to choose one of your favourite book characters to write a description of.

- Adjectives e.g. proud, arrogant
- Brackets to add extra information e.g. The creature (which smelt like rotten eggs) lurched forward menacingly.
- Māori culture and/or language (e.g. whanau, Māori place names such as Tamaki Makaurau, mythological creatures or figures)
- Minimum 200 words
- Simile e.g. She had a mouth as sour as a green gooseberry.
- Metaphor e.g. his pride and arrogance was wrapped around him, a blanket shielding him from humility



Home Learning Themes 202...
Google Docs



Upcoming Events

Term One:

Week 5- Beach Education- Mairangi Bay

Week 7- 3WLC conferences via zoom

Term Two:

Week 1: Totara Springs Camp
Tuesday 3- Friday 6 May

Term Three:

TBC

Term Four:

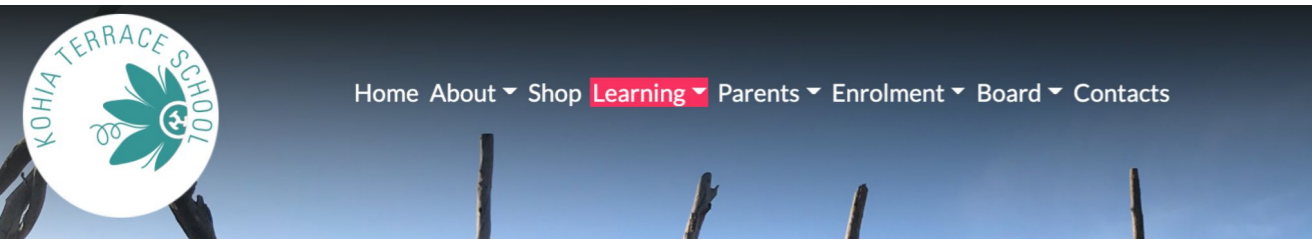
Prize-giving
Year 8 Graduation
Success Pathway Day



How Can You Help?

- Read our weekly korero on Hero
- Parent help for camp/ trips
- Encourage independence
- BYOD





Home About Shop **Learning** Parents Enrolment Board Contacts

[Home](#) > [Learning](#) > Learning at home

Learning at home

Offline learning

Students at home will need a different routine to that which they would normally expect on a regular school day. It and include breaks for exercise and social interaction. There may be home-based skills that you can do together as learning. Fun is important!

Some ideas (select those that are age and level appropriate) :

Cooking: make the family dinner, think about recipe quantities, modifications if there are ingredients missing, experiment times such as morning tea muffins or dumplings - what happens when you change ingredients, which versions are you learn. Get feedback from the family and write up the best recipe for use again and again or to send to someone.

Gardening: plant some vegetable seedlings and care for them while at home. Take a photo every few days and record way of feeding and watering them, plus protecting them from the hungry birds.

KTS Newsletter

Term 1, Week 3, Tuesday 15 February 2022

Tena koutou e te whānau o Kohia Terrace School

Well after a rather wild weekend, we start our first full week of school. I would like to acknowledge Kevin and Sam, our grounds staff, for ensuring the school was looking debris-free on Monday. It was a rather big job. Unfortunately Kevin has decided to leave us at the end of the term to spend more time with his grandchildren. I am therefore looking for a part-time caretaker (approx. 15 hours a week) in case anyone knows of someone who would be suitable.

COVID Key Information

Key Covid Information

Learning

Learning at home

Maths Links

Literacy Links

Health Education -
Sexuality Education

Latest newsletters

15 February
8 February
14 December
7 December
30 November