

Welcome to Pōhutukawa 2024



Kapa Pōhutukawa



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	Monday <i>Home Learning due in Wear fitness top- am</i>	Tuesday <i>CRT most weeks Wear fitness top- am</i>			Wednesday <i>Wear fitness top- am</i>	Thursday <i>Wear fitness top-am</i>	Friday <i>Wear Fitness top- pm</i>
8:50	Hui	Fitness			Fitness	Fitness	Hui/ Literacy/ Even weeks- Assembly
9:00	Fitness	Library Literacy/ Inquiry/ Science	Literacy/ Inquiry/ Science	Mathematics- Mrs Coulter	Literacy/ Inquiry/ Science	Literacy/ Inquiry/ Science	Kohia Korero 9:30am Assembly week: Quiz/ Coaching 10am
	Literacy/ Inquiry/ Science HL						
10:30	Morning tea						
11:00	Mathematics	Mathematics- Mrs Coulter	Literacy/ Inquiry/ Science	Literacy/ Inquiry/ Science	Mathematics	Mathematics	Mathematics
12:00	Languages				Library	Languages	Literacy/ Inquiry/ Science
12:40	Lunch						
1:30	Literacy/ Inquiry/ Science	Literacy/ Inquiry/ Science	Mathematics- Mrs Coulter	Literacy/ Inquiry/ Science	Spec	Literacy/ Inquiry/ Science	Sport
							Library

Term 1 2024 Timetable

SPEC



- Engineering (EPro8)
- Music
- Textiles
- Art
- Design
- Robotics



Languages

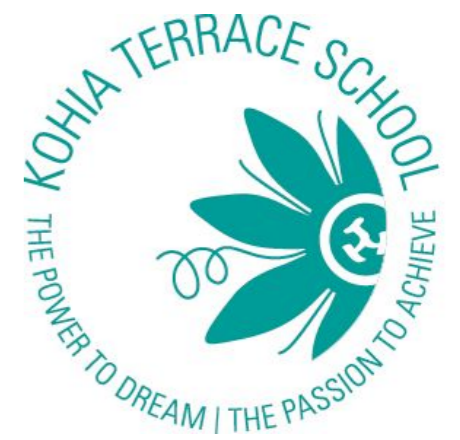





- French
- Spanish
- Mandarin Chinese
- Acceleration (English)
- ELL



Learning at KTS

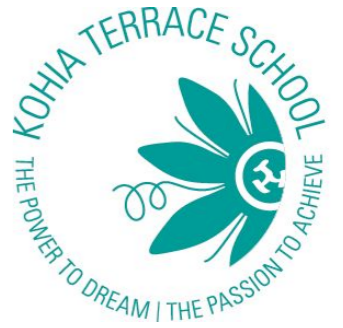
Learner Agency



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

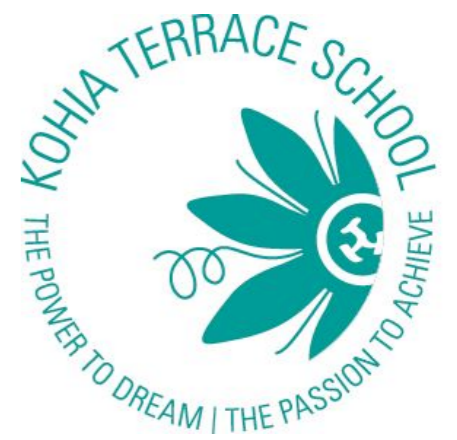
How we report at KTS



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



Communication

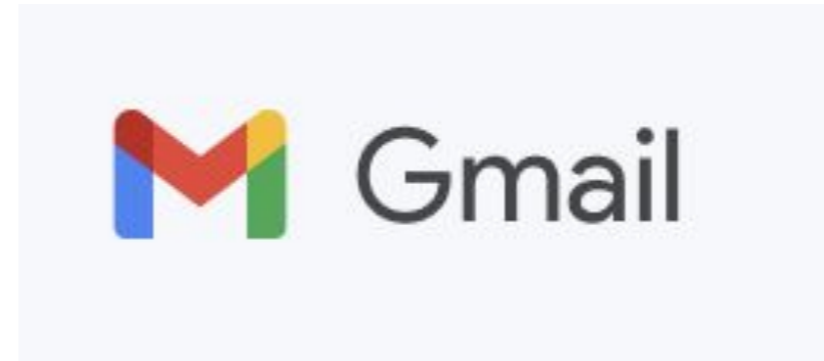


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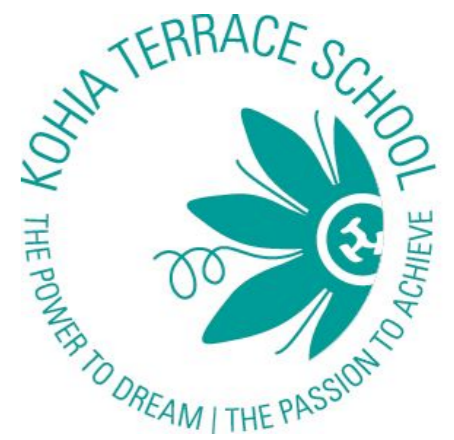
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- KTS website
- KTS newsletter out every Tuesday
- Weekly Pōhutukawa Korero with information specific to us
- All communication will be sent out via Hero. You must have the School App downloaded on your phone for easy access.




Home Learning



- Paper based, offline
- 40 minutes per night max, 4 nights a week
- Reading at home



 Meet ⋮

Generate link


Class code ⋮


7c4xx3h 🔗


Upcoming


No work due in soon

[View all](#)

 Announce something to your class ↻

 Katrina Gomes posted a new material: Chee Kung Tong-Our Changing Identities ⋮
13:17

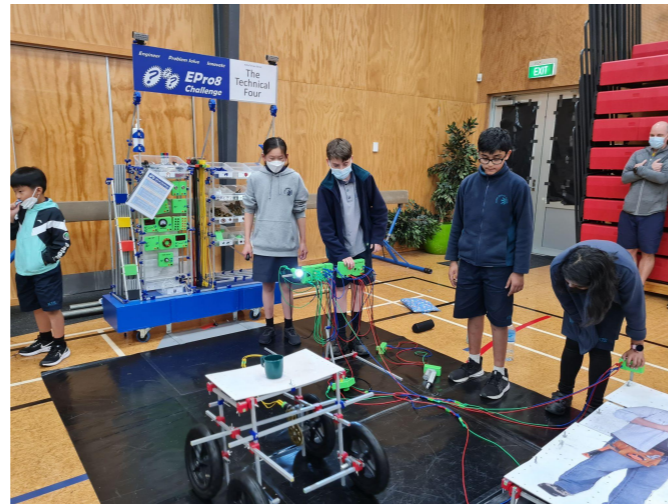
 Katrina Gomes posted a new material: Dick Frizzell's Mickey to Tiki Tu Meke-Out Changing Id... ⋮
13:16

 Kelly Daji posted a new material: Te Ao Hou- Our Changing Identities Collection ⋮
13:14

Upcoming Events

Term 1

Swimming
Pōhutukawa
Tōtara
Springs Camp



Term 3

Speeches
EPRO8 Week and
Competition
Mathex Competition

Term 2

Science Fair



Term 4

Success Pathway Day
Beach Education
Year 8 Graduation
Parnell Baths

How Can You Help?

- Read our weekly kōrero on Hero sent out on Fridays
- Parent help for camp/trips
- Encourage independence



Tōtara Springs Camp 2024

Monday 26 Feb- Thursday 29 Feb
Every two years

