

Welcome to Pōhutukawa 2025



Kapa Pōhutukawa



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Pūhukawa Timetable T1 2025

	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 - 09:00	Hui Fitness	Library Literacy/Inquiry	Literacy/Inquiry	Mathematics - Mrs Coulter	Fitness	Fitness	Hui/ Literacy/ Even weeks- Assembly
09:00 - 10:30	Literacy/ Inquiry/ Science HL	Fitness 10.10			Literacy/ Inquiry/ Science	Literacy/ Inquiry/ Science	Kohia Korero 9:30am Assembly week: Quiz/ Coaching 10am
10:30 - 11:00	Morning Tea						
11:00 - 12:40	Mathematics	Literacy/Inquiry	Mathematics - Mrs Coulter	Library Literacy/Inquiry	Mathematics	Mathematics	Mathematics
	Languages				Languages	Literacy/ Inquiry/ Science	Te reo / kapa haka
12:40 - 13:30	Lunch						
13:30 - 15:00	Literacy/ Inquiry/ Science	Mathematics - Mrs Coulter	Library Literacy/Inquiry	Literacy/Inquiry	Spec	Literacy / Inquiry / Science	Sport Golden Time on assembly weeks

Term 1 2025 Timetable

SPEC



- Engineering (EPro8)
- Music- Band and Song writing
- Textiles
- Art- Homemade Paper and Book Making
- 3D Printing
- Wellbeing/ Hauora



Languages



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



Maths

This year, KTS has launched a new mathematics programme for years 1-8:

Oxford Maths

"The Oxford Maths programme was designed with a weekly topic approach, and a pre- and post-test each week to review and consolidate student learning."

All students have a write on workbook



All topics are linked to HERO goals and The NZ Curriculum

All students are taught in their year group

Students have an average of 5.5 hours of maths per week:

- Oxford Maths programme for 4 x 1 hour sessions per week.
- Maths with Mrs Coulter on Tuesdays. Students are taught in their class (7 and 8 together).
- Starting week 5 a maths homework sheet 'Maths Mate' each week.

Mrs Coulter's Maths is based in the areas of geometry, measurement and statistics. Students work on rich tasks utilizing the knowledge they have learned in real life situations. Level 4+/5 tasks are provided for students who are working at that level.





Literacy



READING 1hr and **WRITING** 1 hr (minimum) every day

- Explicit teaching of strategies
- Shared, guided and independent sessions
- Cross-curricular topics (e.g. Science, the Arts)
 - Spelling: Structured Literacy (The Code)
- Rāta writing group: opportunity to push our passionate writers
 - Acceleration: Targeted focus on Hero Goals
 - ESOL for our English Language Learners
- Real World Experiences: Competitions, Writers Festival

Science

Science through Mathematics,
Reading, Writing and Inquiry

KTS Science Fair
NIWA Science Fair

<https://www.scifair.org.nz/>



NIWA
Auckland
Science and
Technology Fair

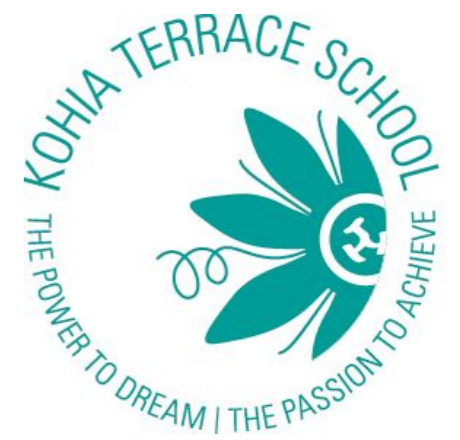
Thursday 28 - Saturday 30 August 2025
Michael Park School




TIMELINE MAPS



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

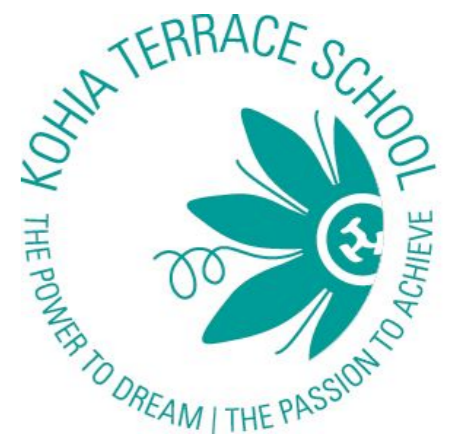
How we report at KTS



- 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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- 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

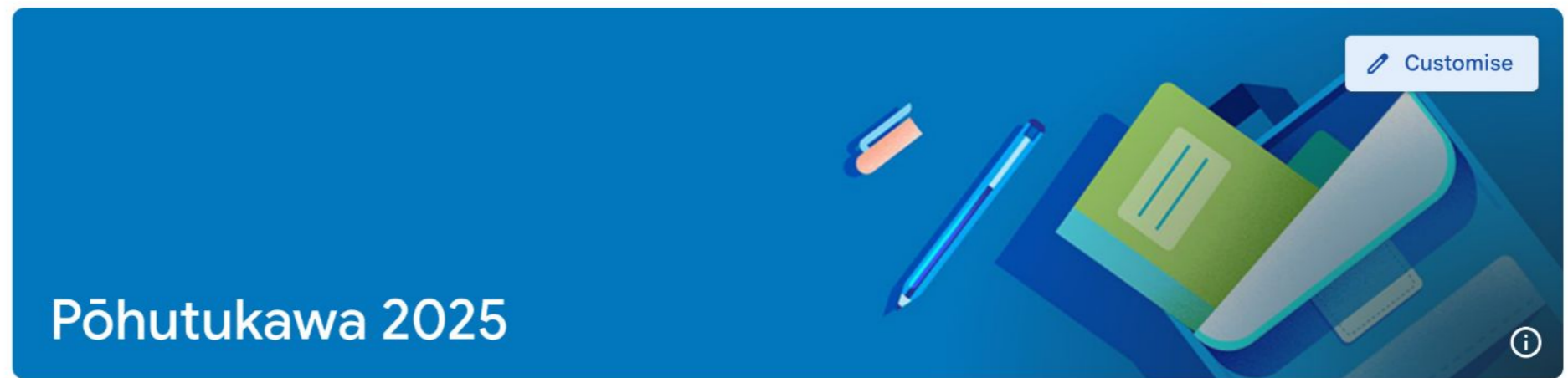


- Paper based, offline
- 40 minutes per night max, 4 nights a week
- Reading at home

Classroom > Pōhutukawa 2025

- Home
- Calendar
- Teaching
- To review
- P** Pōhutukawa 2025
- R** Room 14 2025
- Y** Year 7 Maths 2025
- Y** Year 8 Maths 2025
- S** Spanish 2025

Stream Classwork People Marks



Quick links

+ Add link



Announce something to your class



Upcoming Events

Term 1

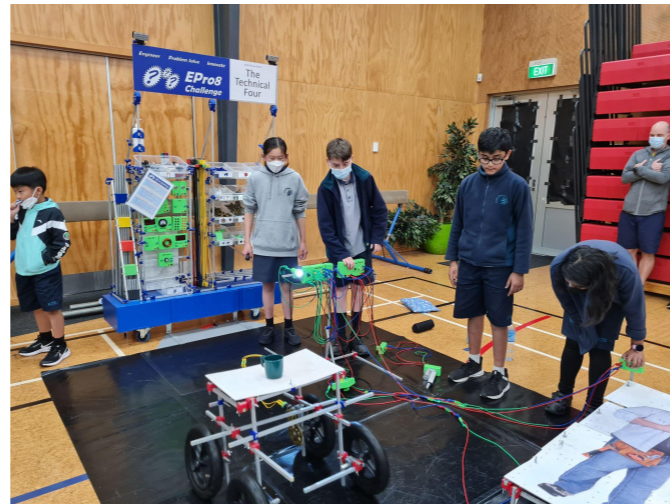
Rotoroa Island

Term 2

Science Fair

Auckland

Writers Festival



Term 3

Speeches

EPRO8 Week and

Competition

Mathex Competition

Term 4

Inspiring the Future

Day

Intermediate Social

Beach Education

Year 8 Graduation

Parnell Baths

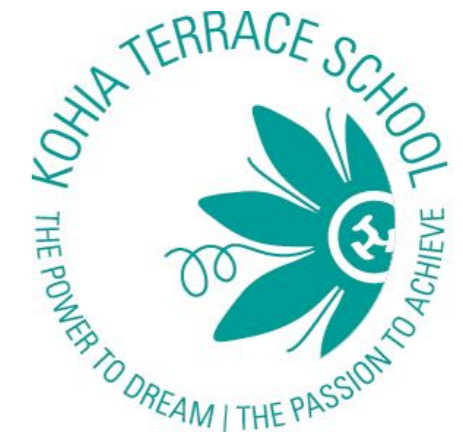


How Can You Help?

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



Rotoroa Island T1 2025



Next camp-
Tōtara Springs
Camp 2026

