

TWIZEL
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Primary School

Year 0 to 6

Information Evening

Programme

The Stages of Primary School

The Science of Learning

1 Hour a day

Devices and safety

Specialist Teachers

Year 1-6 Class breakdowns

How you can help at home



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The Stages of Primary School

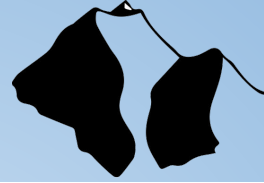


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The Phases have their distinct differences.

- Phase 1 is Year 0-3 and is focused on thriving in environments rich in literacy and numeracy. Focusing on the foundation skills of being a learner and social development and developing strong literacy and numeracy understanding
- Phase 2 Year 4-6 is focused on expanding horizons of knowledge and collaborating.

The Stages of Primary School



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Representation of Learning Phases (New Curriculum)

Phase 1 Thriving in environments rich in literacy and numeracy				Phase 2 Expanding horizons of knowledge and collaborating			Phase 3 Deepening understanding, applying learning, and contributing meaningfully	
Years 0-3				Years 4-6			Year 7-8	
After 6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8

Representation of Learning Levels (Old Curriculum)

Level 1		Level 2	Level 2	Level 3	Level 4
Years 1-2		Year 3	Year 4	Years 5-6	Year 7-8

The Science of Learning



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Key Cognitive Strategies

High Impact strategies

- Retrieval Practice - Actively recalling information strengthens memory.
- Spaced practice - Distributing learning over time improves long term retention.
- Cognitive Load Management - Structuring information to avoid overwhelming working memory.
- Explicit Instruction - Clearly teaching skills and content.



1 hour a day

- The MoE have mandated 1 hour a day of reading, Writing and Maths.
- We have dedicated Literacy and Mathematics time daily.
- We also integrate Literacy and Maths across the curriculum through our topic, PE, Art and more.

Safety



Safety is really important to us.

- The NZ Police recommend that students aged 8 and above are safe to walk home on their own.
- However for students biking the age NZ Police recommend is 10 years of age as they are on the road. Helmet and hi-vis vest
- Students must wear a bus vest if they are catching the bus

Devices



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- Students below 8 should not be on a device. The algorithms are designed to over stimulate the brain with new stipulation every 20 seconds. Training the brain to be stimulated with short concentration. This is contrary to learning to read and learning at school.
- 20 minutes should be the maximum time on a device across a day.
- You can use a buzzer, timer or an app to lock to device when the allocated time is up.
- Best practice if students have a device is to ensure that these are turned off by 5:30pm. Recommendation is no device for an hour before bed.

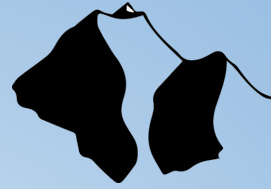
Devices - Safety



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- The internet is an open source of information - no controls
- You would not leave your child unattended in Dunedin or Christchurch so we should not leave our children unattended on the internet - more dangerous
- Students under the age of 13 should not be using Social Media.
- Resources
<https://netsafe.org.nz/parents-and-caregivers>

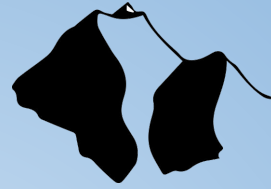
Sunhats, Drink Bottles and medication etc



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- Students require a named sunhat in Terms 1 and 4. If students do not have a hat they will be required to play under the veranda in the shade.
- Students need named drink bottles as we do not have drinking fountains in the new school.
- If your child requires medication during the school day. You need to fill out a form at the office.

Soft Starts



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- First thing in the morning we have activities set up in the Project space for students arriving at school.
- These are designed to support students into a calm start of the day.
- We are also supporting soft starts in the classroom after each break.
- These soft starts are activities like Reading, Colouring, group discussions etc.

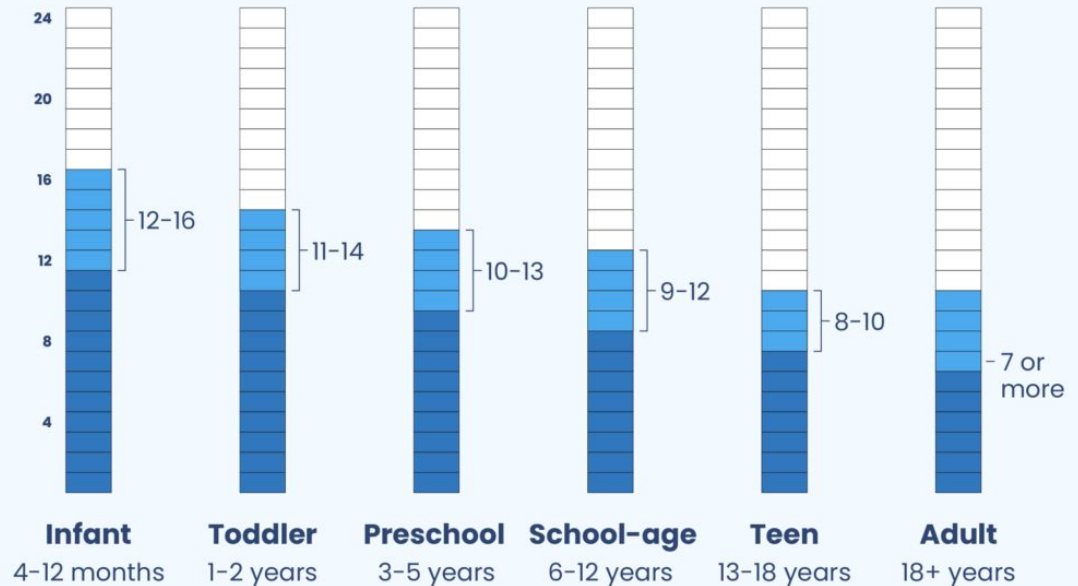
Sleep

To get the best from your students we require students to be alert.

Sleep is a very important element to providing alert students.

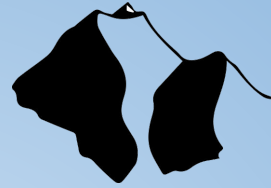


Recommended Hours of Sleep



Source: American Academy of Sleep Medicine

Structured Literacy



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We use the iDeal platform for our Structured Literacy.
We do this just before lunch each day.

The students will begin to bring home spelling words aligned to what they are learning in this area.
The students will meet each spelling rule at every stage of the iDeal Framework.

Toys



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Students Year 3 and above should leave toys at home.

This is to ensure that their toys are safe and they are not distracted in class.

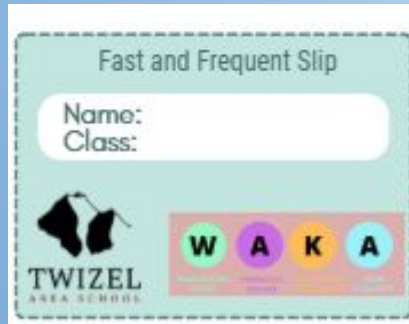
If students bring their own sports equipment, it is their responsibility to look after it.

Fast and Frequent



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We are using a system of Fast and frequent acknowledgements for students. Students receive a slip when they are see doing the right thing. These go into a box and at the end of the week one slip is pulled out and the students class receives a reward.



Year 1 - Beth Lemon



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- In Room 1 we are about fostering a sense of belonging while transitioning to TAS through learning about routines in the classroom, playground and lunch time expectations.
- As a teacher, I support tamariki to build relationships with other students and teachers throughout the school.
- In the morning we start the day with group time at the mat, learning social skill such as turn taking when talking.
- We read 2-3 books everyday and I encourage reading their library to build a love of books and the habit of reading.



Year 2 - Isabella Tierney and

Olivia McIntyre



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- Before school when students arrive they are expected to complete their “before school checklist” this includes getting a chair, drink bottle, and brainfood out on their desks. We are trying to teach them to take responsibility for preparing their learning for the day.
- Please make sure your child comes to school ready to learn for example has breakfast, a good sleep, and are ready for learning.
- Spelling words will be sent home Monday and need to be practiced at least 3 times during the week before returning for testing on Friday.
- Basic facts flashcards are to be practiced at home until your child is confident to move up to more challenging flashcards.
- There will be 1-2 books sent home weekly to help support fluency and understanding of the text.
- Library is Tuesday afternoons, students can issue 2 books at a time to take home.
- Olivia is in the classroom Tuesdays.

The usual day runs with having a morning chat/brainfood and movement break before moving into Maths until morning tea. Structured literacy, Reading, Writing is in the middle block and after lunch we are doing either topic, art, or PE.

We are really enjoying Room 2 and getting to know the students, they are showing great enthusiasm and perseverance when trying new things.

Year 3 - Sharon Reid

● Daily Routines & Independence



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Building independence is a key focus in the Junior School. You can help your child feel confident by encouraging them to:

- **Pack & Unpack:** Let them manage their own school bag each morning and afternoon.
- **Morning Readiness:** Ensure they bring their **reading pack**, **drink bottle**, and **reading book** into class every day.
- **Fuel for Learning:** A good breakfast is essential! We also have a **snack break at 9:45 AM** to keep those energy levels high for our morning learning block.
- **Literacy & Reading :**
 - We aim to foster a genuine love of reading through a mix of school and home activities.
 - **Library Visits:** We visit once a week. Students choose **one book** to keep for the week, exploring both fiction and non-fiction.
 - **Home Reading:** Expect **1–2 books** to come home each week. These are aligned with our **Structured Literacy** approach to build vocabulary and decoding skills.
 - **Spelling:** Lists are sent home on **Monday**. Please practice through the week in preparation for our **Friday check-in**.
 - **Maths:** We focus on **authentic experiences**—finding math in the world around us—alongside building a strong foundation in **basic facts**.
 - **Our Topic: "The Busy World of Bees"** This term, we are diving into the science of bees! This topic sparks curiosity and connects our science, writing, and art lessons together.
- **Thursday CRT:** On Thursdays, **Ms. Pip Smith** will be teaching the class while I am on Classroom Release Time (CRT).



Year 4 - Olivia Wise



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Start of Day - 8:50-9 - 10 minute period in the morning that we spend some time doing a quiet activity, then coming together as a class to do the roll and play a word game. We aim to have all core subjects finished before lunch and other subjects like, science, PE, art and social studies take place in the afternoon.

Please ensure your child has a good breakfast in the morning and brings a drink bottle to school.

Reading - some will be reading PM or decodable readers and some may be reading novels or journals.

New Books: I strongly encourage you to read with your child every night.

- PMs and decodables = Tues and Thurs
- Journals and Novels = Every couple of weeks - depends on length of book and completion of follow up questions.

Spelling - words will come home Mon, testing on Fri.

Library - every Tuesday afternoon, max of 2 books.

Release Teacher - Monday P4-6 - Olivia McIntyre

Year 5 - Miss Cope, Ms Topham And Mrs McIntyre



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- In Room 5, Ms Topham from Year 8 comes to cover my release on a Monday and Tuesday. Mrs McIntyre supports me as a provisionally certified teacher and will also cover some of my release.
- Students are encouraged to spend time reading their personal books each night, and soon will be expected to spend time reading their in-class text at home.
- Spelling and basic fact sheets will be sent home for practice weekly.
- In Room 5, we are encouraging students to come quickly into class after the bell. They have a chance to earn monopoly money, and at the end of the week they can cash in for prizes (free time, small items or teacher's helper etc)
- We are starting a whole class marble jar, where they can earn marbles for being on task to the best of their ability and when the jar is full earn a whole-class reward.
- We have a huge range of abilities in Room 5, so as we have been setting up our routines and expectations in the various subjects, content has been aimed in the middle. This is to reduce cognitive overload, and make sure content is the main focus moving forward.

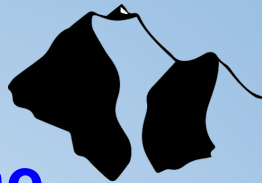
Year 6 - Mrs McLellan and Mrs White



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- Year 6's have various leadership roles within the primary school. These are normally completed at the start and end of each day. Many of these roles are rotated to give all students an opportunity to lead.
- Currently we are doing a novel study in the classroom. In the next few weeks students will begin group novel studies and will be bringing these books home to read sections each night.
- Maths Practice: NZ Curriculum - Year 6 students will recall and apply multiplication facts, including 11 and 12-times tables. There is also a Maths Practice site on the Ministry of Education Parent Portal.

Year 6 Specialist Teachers - Mrs Baterna, Mrs Frost and Mr Byrne



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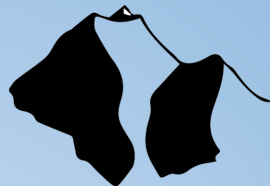
Physical Education

We are lucky to have Mrs Frost and Mrs Baterna taking specialist PE lessons with the Year 6 class every Friday.

Digital Technologies

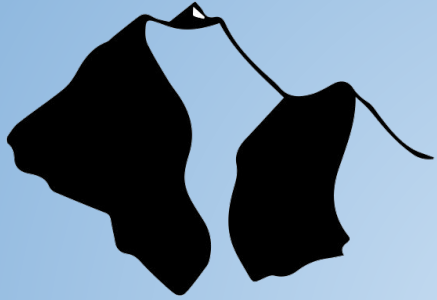
Mr Byrne is teaching Digi Tech skills to the Year 6 class on Tuesdays and Thursdays. This includes essential skills like setting up folders, naming files, typing and word processing skills. This will develop into using applications like scratch to give the students exposure to digital tools.

How can you support your learner at Home?



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- Managing Devices and Access to the internet
 - ❑ Engaging with real living people
 - ❑ Managing Social Media
- Reading with your student - improve literacy and thinking, building concentration and vocab knowledge
- Support your learner by knowing what they are learning about and supporting learning in these areas.
- Practice spelling words at home
- Left brain, Right brain - James Natura on Facebook



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Questions?