Video Newsletter 17 (2023) 8 June

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Anita Nicholls

> ## Click here to see our Video Newsletter Term 2 Week 7.

> ### Coming up…

Friday 9 June – Jammies in June. Wear your pyjamas to school and bring some new ones to donate

Friday 9 June – Chinese whānau workshop, 9 am in our staffroom

Monday 12 June – Cluster Cross Country

Monday 12 June – Years 3-4 Team Assembly, 1:30 pm in our school hall

Monday 12 June – Years 5-6 Team Assembly, 2:15 pm in our school hall

Wednesday 14 June – Cluster Cross Country Save Day

Thursday 15 June – Matariki Festival at Murrays Bay Primary

Thursday 15 June – Website refresh Cafe, 1:45 pm

Friday 16 June – Whanaungatanga Breakfast, 8 am – 8:45 am in our staffroom

Friday 16 June – Years 3-4 Auckland Zoo Trip

Friday 16 June – Little Bo-Peep Mobile Farm visit

Friday 16 June – Years 0-2 Team Assembly, 1:30 pm in our school hall

> ### A message from our Tumuaki

Our Topic – Functions
It is great to see how our kura weave multiple opportunities to expose our ākonga to new learning experiences and connect with our topic of functions this term.

Years 1 and 2
Recently, our Year 1 and 2 students visited MOTAT, The Museum of Transport and Technology.
MOTAT is a great place to explore and connect with the topic of functions, as it showcases various aspects of transport and technology throughout history.

During our visit this week, our students could see different types of transportation, such as trains, planes and cars. They learned about how these modes of transportation have evolved and how they function based on different principles.

Regarding technology, MOTAT often exhibits various machines and devices that have shaped our lives. Students saw early computers, telephones, and other technological inventions demonstrating how functions are integral to their operation. They explored the concept of input and output in these devices and how functions play a role in processing information.

Additionally, MOTAT provided interactive exhibits and workshops, allowing our students to engage in hands-on activities. These activities involved building simple machines and exploring life-sized versions of pulleys, levers, screws, inclined planes and wheel and axles. These experiences helped our students see firsthand how functions are applied in practical situations and how they are essential for creating technological innovations.

Overall, the visit to MOTAT provided our Year 1 and 2 students with a valuable opportunity to broaden their understanding of functions in transport and technology. It sparked their curiosity and allowed them to connect classroom learning and the real world. Ka pai!

Years 3 and 4
This term, there have been exciting learning opportunities for our Year 3-4 students, too – exploring functions across the animal kingdom. Animal adaptations and their functions have been a fascinating topic to explore, and visiting the zoo next week will provide our students with real-life examples to observe and study their environment and why they have certain features that they do. We will have a talk with an Educator who will enhance our topic inquiry around functions. We will also have time to explore the zoo with some guiding questions and activities to complete. Here are some key points you can discuss with your child at home before the zoo visit:

1. Definition of adaptation: Explain that adaptations are special features or behaviours that help animals survive and thrive in their specific habitats.
2. Types of adaptations: Introduce different types of adaptations, such as structural adaptations (physical features), behavioural adaptations (actions or behaviours), and physiological adaptations (internal processes).
3. Examples of adaptations: Provide common adaptations, such as camouflage, mimicry, hibernation, migration, and various physical features like beaks, claws, or specialised teeth.
4. Functions of adaptations: Discuss the functions of specific adaptations. For example, a bird’s beak may be adapted for cracking open seeds or catching insects, while a polar bear’s white fur helps it blend into its snowy environment.
5. Linking adaptations to habitats: Emphasise that adaptations are closely related to an animal’s habitat. Different habitats have distinct characteristics and challenges, and animals evolve specific adaptations to overcome those challenges.

Encourage your child to observe the animals closely and look for evidence of adaptations. Ask them to identify any unique features or behaviours that they notice and discuss how those adaptations help the animals survive in their respective habitats. Remember to emphasise the importance of observing and respecting the animals' natural behaviours while at the zoo. We can do this by being kaitiaki (a guardian), showing manawanui (respect), and not disturbing or harming them in any way. We hope our students have a wonderful time at the zoo next – Friday, 16 June.

After the visit, our teachers will provide follow-up discussions where students can showcase their learning from the zoo. This will help to reinforce their understanding of animal adaptations and their functions.

Years 5 and 6

Our Year 5 and 6 students are studying machines and incorporating the concept of functions into their design projects. Building pinball machines, Rube Goldberg machines, marble runs, or arcade games provides an excellent opportunity for students to explore and understand how functions work practically and engagingly. Let us take a closer look at each of these projects and how they can help connect with the topic of functions to help our students at home.

1. Pinball Machine: Building a pinball machine involves designing a complex system with various moving parts. Students are learning about the functions of different components, such as flippers, bumpers, and ramps. They are experimenting with angles, velocities, and trajectories to understand how functions affect the motion and interactions of the pinball.
2. Rube Goldberg Machine: Rube Goldberg machines are elaborate contraptions that perform simple tasks through chain reactions. Students explore cause-and-effect relationships and learn how different functions contribute to the overall functioning of the machine. They experiment with different materials, movements, and energy transfers to create a successful chain reaction.
3. Marble Run: Designing a marble run involves creating a track system for marbles. Students explore the functions of ramps, loops, switches, and other elements to control the marble's speed, direction, and trajectory. They are experimenting with different heights, angles, and obstacles to understand how these functions affect the marble's movement.
4. Arcade Game: Building an arcade game allows students to use simple machines to create a simple, repetitive game. They are, for example, learning about using inclined planes to return the ball to the user or using a simple pulley to create a claw machine. They are experimenting with functionality alongside playability to design the ultimate arcade experience.

By engaging in these projects, our Year 5 and 6 students are developing a deeper understanding of functions as they apply them in real-world contexts. They are learning to problem-solve, think critically, and collaborate while exploring the fascinating world of machines and technology.

Promoting Healthy Eating at Mairangi Bay School
As our students increase their participation in extra-curricular activities, I want to reinforce my message posted last week on Hero. At Mairangi Bay School, we promote a healthy lifestyle to our school community (students, staff, and families/whānau) as part of our commitment to a safe and inclusive school environment. Educating students about nutrition and encouraging healthy, active learning contributes to their success, well-being, and a healthier community.

Promoting a healthy food and drink environment

A healthy food and drink environment helps support a young person's well-being/hauora, including their immediate physical and mental growth and development. It also helps establish positive behaviours for the future. Good nutrition can positively affect student behaviour, learning, concentration, and energy.

At Mairangi Bay School, we:

- Ensure that any food or drink provided by/through the school (e.g. in class or sold at school) aligns with national food and nutrition guidelines.
- Incorporate nutrition education across the curriculum, including the health programme.
- Provide water as the only drinking option for students.
- Encourage staff to model healthy food and drink choices.
- Provide nutrition messages and food that acknowledge the diversity of our community and consider those with special dietary needs (e.g. allergies and intolerances, and religious, cultural, and ethical food requirements)
- Consider our nutrition messages when deciding on food provided by the school (e.g. class rewards and celebrations, student prizes, special events, fundraising activities, and school camp menus)
- Actively promote physical activity as the partner of good nutrition.
- Encourage students to participate in physical activity, drink water for hydration, and refuel with healthy snacks rather than lollies – especially at sports events.

Thank you for your support and understanding in our effort to promote a healthy, active lifestyle.

Teaching and Learning Health and Physical Education (PE) at Mairangi Bay School

At Mairangi Bay School, our students are learning to accept challenges in health-related and movement contexts. Students are reflecting on the nature of well-being and how to promote it. As our tamariki develop resilience and a sense of personal and social responsibility, they can increasingly take responsibility for themselves and contribute to the well-being of those around them, their communities, their environments (including natural environments), and the wider society.

At Mairangi Bay School, Health and PE significantly contribute to our students' well-being beyond the classroom, in conjunction with our in-school events, such as cross country and athletics and our after-school sports programme supports it.

In Health and PE, the focus is on the well-being of the students themselves, other people, and society through learning in health-related and movement contexts. The four underlying and interdependent concepts are at the heart of our approach:

Hauora – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each influencing and supporting the others.
Attitudes and values – a positive, responsible attitude on the part of students to their well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
The **socio-ecological perspective** is a way of viewing and understanding the interrelationships between the individual, others, and society.
Health promotion – a process that helps develop and maintain supportive physical and emotional environments and involves students in personal and collective action.

The learning activities in Health and PE include:

Personal health and physical development, in which our students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development
Movement concepts and motor skills, in which our students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity
Relationships with other people, in which our students develop understandings, skills, and attitudes that enhance their interactions and relationships with others
Healthy communities and environments, in which our students contribute to healthy communities and environments by taking responsible and critical action.

If you have any questions related to our Health and PE programme, please contact your class teacher.

Word of the week

Hauora

To be fit, well, healthy, vigorous, in good spirits.

Notices

2024 Term Dates

The term dates for 2024 have been added to the sidebar of our newsletter to help you plan for 2024.

Tanya and Zoe using a lever (hammer) to connect the Matador blocks

Lucia, Maiya, Ella and Stella – used a screw and a wheel and axle to make a skateboard for the soft toys

Jeremy is using gears – looking at the pattern; turn one gear right, the other goes left, right, left etc

Harry used a screw and a lever stick to make a catapult to fire pompoms into the air. He used a push force to create the energy

Happy Room 6 at MOTAT

Understanding Education in NZ – 9 June, 9 am

Reminders

Jammies for June – Friday 9 June

Wear your pyjamas to school and bring some new pyjamas to donate.

For more information, please click this link.

Reminder to our community to complete your Census form

Close to 4.5 million people have participated in the 2023 Census to date, and there are only a few weeks until it closes on 30 June 2023.

Everyone who stayed in New Zealand overnight on Census Day, 7 March 2023, is required by law to complete a census form. That includes people staying in New Zealand on a temporary basis, and children/babies.

This is a reminder to the community to return their census forms by the end of June if they have not yet done so.

As you will be aware, census data is used by governments, councils, community organisations, iwi, and businesses to make important decisions that affect us all. Census data informs the funding and location of services like schools, hospitals, and public transport, and infrastructure like roads. Any community that doesn't count all its people will always be disadvantaged in population-based decisions.

If you have any questions, please get in touch by emailing

Community Notices

Mairangi Bay Village Magazine

Tots to Teens Magazine

Channel Magazine

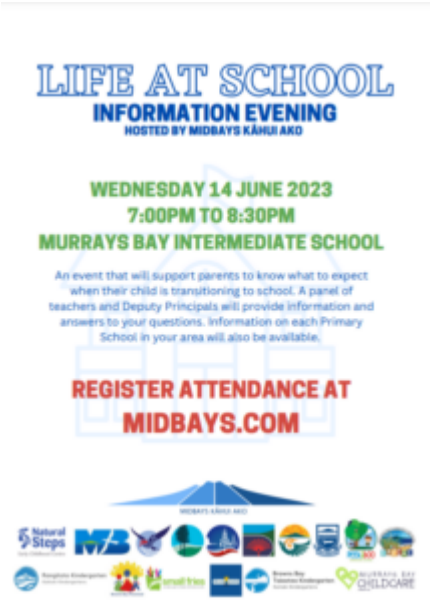
Midbays Life at School Event

We are pleased to announce our first ‘Life at School’ event, June 14th, 7-8.30 pm, being held at Murrays Bay Intermediate. After last year’s inaugural event being so popular, we will run two events this year, focusing on providing information for new parents whose children will be starting school soon. You are all welcome to attend, please encourage everyone to register at midbays.com

The Information evening will have a Panel made up of teachers responsible for the Junior classes from our Mid Bay Kahui Ako Primary schools.

The Panel will answer questions gathered from the audience. It is an informal evening that we hope will answer questions from Preschool parents.

Life at School Information Evening 2023 Life at School Information Evening 2023



East Coast Bays Library is again hosting the Tim Bray Theatre Company for a special storytime presented by actors from the company.

After the stories, we will have colouring in to enter the competition to win a pass to the live show.

This time we will be celebrating The Magic Faraway Tree by Enid Blyton, a favourite with tamariki everywhere.

Everyone is welcome to attend.

Arts & Crafts Workshop – Rangitoto College Art Club – July School Holidays
My name is Hedy Yang, a Year 12 student at Rangitoto College. I am writing as a representative of the Rangitoto College Art Club.
We are holding an arts and crafts workshop aimed at primary school children (Year 3-6) in the July holidays (7th and 14th July), I will be one of the three leaders in charge.
Please see the flyer below for info.


A Student-Run Event Organised by Rangitoto College Art Club
CRAFT YOUR SEASONS
PRIMARY SCHOOL ART WORKSHOP
1-4PM
7TH & 14TH OF JULY
RANGITOTO COLLEGE
$5/person (cash / bank transfer)
See the beauty of seasons through crafting
snowflakes, leaf printing, simple dioramas
and many more!
CONTACT US:
RANGI.ARTCLUB@GMAIL.COM


DON'T
MISS
OUT!
NSRFC
SCHOOL HOLIDAYS
SORTED.
Rippa Rugby School Holiday Programme
8.30am-4.30pm Monday 10th and Tuesday 11th July 2023
http://www.northshorerugby.co.nz/rwc2023
REGISTRATIONS CLOSE 25th JUNE 2023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sKids
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Est 1969
BUNNINGS warehouse
We look forward to building our partnership.
If you are keen to help, build kotahitanga and support your school, please contact the principal
nathanj@mairangibay.school.nz