



Puriri Information Session


STEADFAST AND TRUE • TE KURA O TE RIMU TAHI

School Values

TRUSTWORTHY TUI

Kia pono

- I celebrate all of our differences.
- I stand up for myself and others.
- I am kind.



I show that
I AM T.R.U.E.

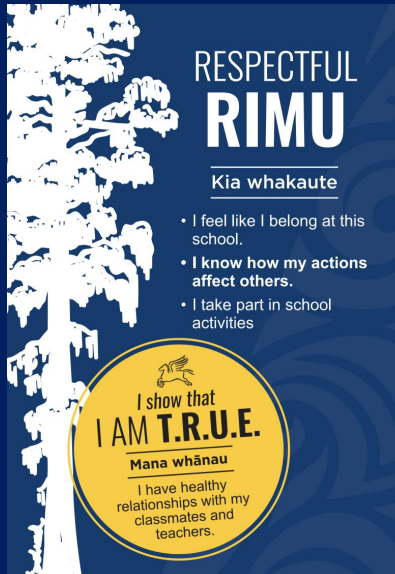
Mana whānau

I make my school
a safe and supportive
place

RESPECTFUL RIMU

Kia whakaute

- I feel like I belong at this school.
- I know how my actions affect others.
- I take part in school activities



I show that
I AM T.R.U.E.

Mana whānau

I have healthy
relationships with my
classmates and
teachers.

UNDERSTANDING UREIA

Kia atawhai

- I show resilience.
- I use a GROWTH mindset.
- I am humble.



I show that
I AM T.R.U.E.

Mana whānau

I am proud of myself,
my family and my culture.

I show that
I AM T.R.U.E.

Mana whānau

I am a kaitiaki of our
kura and of
Aotearoa



EXCELLENCE ĒKARA

Kia rawe

- I have high expectations for myself.
- I am ready to learn.
- I ask for help or feedback.

Our Wonderful Teachers



Anja Oliver
Year 3
Room 3 (10)



Olivia Benge
Year 3
Room 2



Hannah Clark
Year 3
Room 1



Will Clague
Wed - Rm 1
Thur - Rm 4



Annie Cowsill
Year 4
Room 4 (11)



Claire O'Neill
Year 4
Room 5



Shewanthi
Nanayakkara
Tues - Rm 5

Puriri Syndicate



Years 3 & 4 at PPS focus on providing a rich curriculum that equips students with the tools to thrive in their future educational journeys. Grounded in our motto, Steadfast and True, we foster a culture that values diverse identities and authentic engagement with Te Ao Māori. Through collaborative inquiry and a balance of core academic foundations, our students develop the critical thinking skills necessary to navigate a changing world.

Communication - HERO

- All communication is now through Hero
- Make sure you have downloaded the app and signed in
- Allow notifications



Parent Liaison - we need you!

- **You help make the fun happen.** Fundraisers and events only succeed when someone helps rally the troops — that someone could be you!
- **You're a motivator and organiser.** Sending the occasional email, encouraging volunteers, and helping coordinate small things among our parents makes a big difference.
- **You make our job easier.** Having a Parent Liaison means we can focus more on teaching while knowing communication and events are supported.
- **You help create special memories.** With the first even being the Colour Run, you help build the “extras” that kids remember.

Broad Curriculum Development Programme - Year 3 & 4

This occurs on a Thursday after morning tea and after lunch. Children will select two activities a term.
Each term they will be able to choose two new activities (numbers permitting).

| BLOCK 2 - Pick 1 (kapa haka is an extra) | |
|---|---|
| 11:30 - 12:15 | Kapa Haka |
| 12:15 - 1:00 | Lego Masters with Mrs Benge |
| | Soccer with Miss O'Neill |
| | Mandarin with Miss Clark and a Mandarin teacher |
| | Sports Leadership with Mr Clague |
| | Banquer (Financial Literacy) with Mrs Oliver |
| BLOCK 3 - Pick 1 | |
| 2:00 - 2.50 | Coding with Mrs Oliver |
| | Crafternooning with Mrs Benge |
| | Drama with Mr Clague |
| | Cartooning with Miss O'Neill |
| | Sewing with Miss Clark |

Fostering your child's independence - self management

We really encourage the children in Puriri syndicate to start taking responsibility for their independence which means:

- Not coming into the classroom before 8:30am
- Remembering items like devices, hats, drink bottles and togs
- Carrying their own school bag to school
- Getting ready for the day by bringing notices, filling drink bottle, bringing in their pencil case etc...
- Bringing in their devices **charged** (or charging them themselves at school) (Year 4)
- Remembering their homework and house shirts on Friday

It would be great if you could foster this independence by gently reminding them if they have forgotten but letting them take responsibility for it. Little problems that happen at school need to be sorted out at school if possible. It's much better if we can deal with the issue rather than you being unnecessarily concerned about it.

We expect children to prepare themselves for the day's work ahead. School starts at 8:50 so they need time to organise themselves. Being at school by 8:45 gives them this time.

We love seeing you in the class and encourage you to come in and have a look at your child's work. Having them show you their classroom and their work fosters their independence too.

HOMework

There is set homework Monday, Tuesday, Wednesday and Thursday nights.

Expectations:

- A minimum of 15 minutes reading and the Reading Log to be filled in. This might be a text from school or a book they are reading at home - we encourage reading for enjoyment.
- A minimum of 10 minutes learning and revisiting Numeracy Skills, basic facts and some strand work through a variety of websites/activity sheets. Year 3 will have a guided practice sheet weekly and Year 4's will access the website links through Google Classroom.
- A minimum of 5 minutes learning the weekly spelling sounds and patterns that we are focussing on in class that week.

Optional:


- Creative Corner/Te Reo - the children can choose one of these a week - challenges outside the box.

Notices:

- General Notices - for parents. They are usually upcoming events or reminders.

We know that children do after school activities so please let us know if they can't finish their homework and we can alter expectations.

Homework

| SPELLING | | MATHS | | CREATIVE CORNER | |
|--|---|--|---|--|---|
| Choose at least two spelling activities a week. | | Each night do a different activity/website | | Are you feeling creative? Give one of these challenges a go! | |
| Write your words 3 times each with different colours | Rainbow write all your words two times each | <p>Prototec</p> <p>My level:</p> | <p>Hit the Button</p> <p>Focus:</p> | Write a story about anything of your choice. | Draw a map of your bedroom and label it. |
| Write your words with bubble letters | Write your words in all CAPITAL letters | <p>Study Ladder</p> | <p>Teacher Task (if given)</p> | Teach the teacher- Design a poster on something that you know a lot about. | Make something out of recycled materials. |
| Write each word and a word that rhymes with it | Write your words and count how many letters are in each Example: great=5 | <p>OVER THE TERM WE WILL GRADUALLY INTRODUCE THESE INDEPENDENT MATHS CHOICES. WE WILL TEACH THE CHILDREN HOW TO ACCESS THESE WEBSITES AND WHAT THEIR INDEPENDENT MATHS LEVELS ARE.</p>  | | Go on a walk and find different shapes of nature. | Carry out a random act of kindness every day - this could be helping your parents or friends. |
| Pyramid all your words Example: c ca cat | Draw your words in the shape of your favourite animal | | | <p>TE REO MĀORI</p> | |
| | | | | Practise introducing yourself and asking questions. | Use the 'kupu' app to find words for objects around the house. |

Practice pages each week

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://maths.prototec.co.nz/>

Study Ladder

Maths Practice from the week

Year 3 Maths Homework - Week 3, Term 1, 2026

| Monday | | Tuesday | | Wednesday | Thursday |
|---|--|--|---|---|----------|
| Remember to think about our place value chart when working with the numbers below: | | | | | |
| Thousands | Hundreds | Tens | Ones | Example: 2,461 6 tens = 60 Expanded form: 2000 + 400 + 60 + 1 | |
| 2 | 4 | 6 | 1 | | |
| 1. What is the place value of the underlined digit? 1,4 <u>2</u> 6 | What is the place value of the underlined digit? 2,4 <u>3</u> 8 | What is the place value of the underlined digit? 4, <u>2</u> 89 | What is the place value of the underlined digit? <u>3</u> ,813 | | |
| 2. Write the number in expanded form. 47 | Write the number in expanded form. 267 | Write the number in expanded form. 418 | Write the number in expanded form. 307 | | |
| 3. Circle the number with the GREATEST value. 24 83 42 67 | Circle the number with the LEAST value. 24 83 42 67 | Order the numbers from LEAST to GREATEST. 268 203 287 | Order the numbers from GREATEST to LEAST. 375 329 403 | | |
| 4. Draw a number line from 0 to 100 (counting by 10's). Place the following digits on the number line in their correct location. 28, 37, 95, 77, 64, 8, 16, 51 | | | | | |
| | | | | | |
| 5. Write 5 equations where the sum is equal to 10. (ex. 10+0=10) | Write 5 equations where the sum is equal to 9. | Write 5 equations where the sum is equal to 8. | Write 5 equations where the sum is equal to 15. | | |
| 1. 2. 3. 4. 5. | 1. 2. 3. 4. 5. | 1. 2. 3. 4. 5. | 1. 2. 3. 4. 5. | | |
| 6. Find the Sum. $42 + 26 =$ | Find the Sum. $62 + 36 =$ | Find the Sum. $51 + 34 =$ | Find the Sum. $75 + 14 =$ | | |
| Is 33 closer to 30 or 40? 30 33 40 | Round 84 to the nearest ten. 80 84 90 | Round 128 to the nearest ten. 120 128 130 | Round 375 to the nearest ten. 370 375 380 | | |
| Is 76 closer to 70 or 80? 70 76 80 | Round 47 to the nearest ten. 40 47 50 | Round 195 to the nearest ten. 190 195 200 | Round 644 to the nearest ten. 640 644 650 | | |

App S

Homework

HOMWORK - TERM 1, WEEK 3

Make sure you complete the blank space below so your teacher knows about all the amazing maths, reading, spelling you've been doing at home!

| SPELLING WORDS | MATHS ACTIVITIES - CHOOSE 1 A NIGHT | READING BOOK - 15 MINUTES A NIGHT |
|----------------|---------------------------------------|--|
| MY WORDS | MONDAY | MONDAY |
| | TUESDAY | TUESDAY |
| | WEDNESDAY | WEDNESDAY |
| | THURSDAY | THURSDAY |
| | REFLECTIONS / WHAT HAVE I BEEN DOING? | NOTICES |
| | | <ul style="list-style-type: none">• Please return your BYOD form as soon as possible. |
| | | <ul style="list-style-type: none">• Meet the Teacher is tomorrow - Tuesday 14th February at 5:30 - 6:30. We start in the hall and then back to your child's classroom. |
| | | <ul style="list-style-type: none">• Box of tissues - we go through so many tissues. If you can send a box with your child to school we would be extremely grateful, thank you. |
| | | |
| | | |

Reading

Year 3 and 4 is a transition time when we as teachers move from organising all reading material, to when children are encouraged to make sensible selections. These can include:

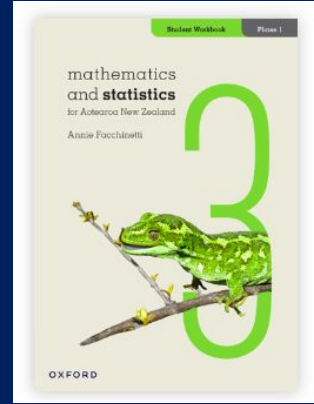
- Library books - school and public
- Old favourites from the independent book box (these will be an easier level for recreational reading)
- Books from their own shelves
- Fiction and nonfiction (a balance)
- Comics and graphic novels (a balance)
- Websites - e.g. Epic, Sunshine Online

When listening to your children read, it's not all in decoding the words. Reading on the lines, between the lines and beyond the lines. We cannot stress enough the importance of reading to your children. Don't forget to take the time to discuss the books.

Maths - Oxford Maths

This year we are supplementing our Maths teaching with a programme designed by Oxford University Press.

- Aligns with the NZ curriculum.
- Mastery approach where we revisit topics through the year.
- Our goal is confident, capable mathematicians who enjoy learning maths.
- It does not replace our hands on activities, maths games, group work, investigations, and real life problem solving. It supports and strengthens them.



Digital Technology



Maths

Basic Facts Maths Practice
printable basic facts and times table worksheets with instant feedback and certificates

Introduce Yourself
Name: Room:

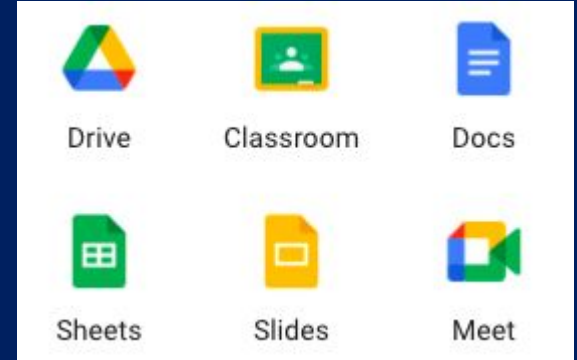
Choose Your Challenge
Text Type:

Stage: Tables:

Study*ladder*



Reading



Year 4's use these a lot

We are really excited about working with your children and with you this year.

We are loving getting to know them and finding out how they best want to learn.

Thank you for coming! If you have any questions we are happy to answer them for you - just come and see us.

From the Puriri Team