

KIRRIP A COMMUNITY NEWSLETTER

TERM 1 2022

Welcome to Foundation!

Dear Kirrip A Families,

What a wonderful start we have had in the Kirrip A Community. The students are adjusting well to the daily routine of 'school' and making lots of new friends.

The transition to school can be felt with mixed emotions and takes some time. Your support in ensuring your child has a good night sleep, and arrives to school on time with a healthy lunch and water bottle is appreciated in helping your child to settle through this transition process.





LITERACY

Reading in Kirrip A

During reading, students have been learning about a variety of concepts such as print, comprehension, phonics and word work. We have been exploring the parts of a book such as the front cover, back cover and title and discussing the impact these have when picking a book to read. We often have whole group and pair discussions about our favourite parts of a book to build comprehension and collaboration skills. Our phonics program has been focusing on building students' letter sound knowledge through engaging songs, rhymes and books. Additionally we have been making many crafts and drawings relating to the sounds different letters make. Another large reading focus is recognising and identifying our Tricky OWL words. While reading, we challenge students to find our weekly focus words in the text and support students to build their automatic recall skills through a range of activities.



Supporting Reading at home

We encourage you to:

- Talk as much as possible to your child and engage them in conversation often. This will encourage the learning of new vocabulary and improved fluency when conversing
- Allowing time for them to 'unwind' then ask them how their day was. It is common for children in their first year of school to not say a lot about their day. Questions directed towards their day can often be something like "How was Art today?"
- Set aside time for reading every day. Reading before bedtime is a wonderful habit to get into. Make sure you are comfortable and that your child can see the pictures whilst you read together. Run your finger along each word to help your child identify words and sounds
- Book chats are a really great way to help your child think about what a book might be about before it is read. Look at the front cover, title and back cover. Does the book have a blurb? (we have learnt lots about this) After reading you can ask questions like "Who was your favourite character?" "How do you think they felt?"

LITERACY



Writing in Kirrip A

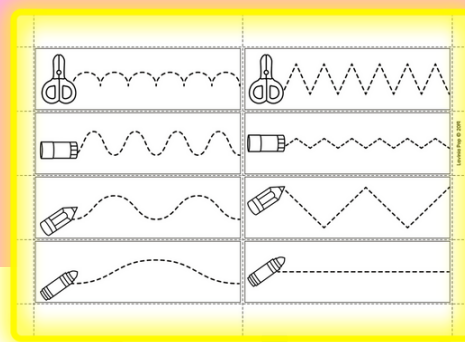
During writing, we have been building students' fine motor skills. Students have been completing a range of activities such as using scissors, drawing, colouring, threading, rolling playdough and much more to help build their finger strength. We have also been focusing on ensuring students are holding their pencil correctly by 'pinching' their thumb and index finger. Building strong fine motor skills is the beginning of ensuring students have control over their pencil when they begin to form upper and lower case letters.



Supporting Writing at home

We encourage you to:

- Encourage your child to write letter -like shapes.
- Practise writing your child's name in the correct letter case e.g. uppercase letter for the first letter and lowercase letters for remaining letters.
- Ask your child to talk about an experience or something that interests them. Record the language your child is using when they are discussing their drawings to you. Make sure you always ask your child to read back their writing.
- Most importantly, always proudly display your child's work in a position that he/she can see it. This will give your child the confidence to write and demonstrate the importance of writing.



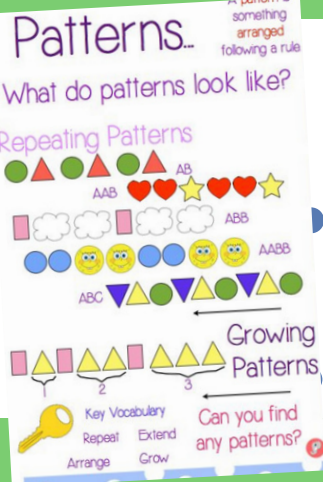


NUMERACY

Numeracy in Kirrip A

We have had lots of fun in our community learning about patterns. Some of the important things we have discovered is that a pattern can be made, copied and extended. The preps have been so excited trying to make their very own patterns. We have also been working on identifying, creating, and forming the numbers 0 to 5 through hands on activities. Here are some things we have been doing to better understand numbers.

- Writing the numeral
- Making collections (collecting 5 blocks when asked)
- Drawing collections (drawing 6 circles for the number six)
- Identifying that a number of a collection doesn't change if it has been moved around



Supporting Numeracy at home

We encourage you to:

- Practise counting forwards and backwards on number charts in the Homework Folder.
 - Practise counting from different starting points, e.g. 13, 14, 15, 16 etc.
- While at the shops, ask your child to count out different items, e.g. "Can you get 7 apples?"
 - Practise counting by 5's and 10's up to 100 and beyond.
- Practise counting forwards and backwards from 0-20, ensuring that each teen number said is pronounced correctly.
 - Practise rolling two die, saying the two numbers and adding them together to find the total.
- Practise rolling two die and ask you child to identify the bigger number. Put the bigger number in your head and then subtract the smaller number from the bigger number to find the total.
- Practise listening to and giving simple directions. E.g. Move forwards 5 steps to the fridge. Now walk backwards two steps towards the table.
- Explore numbers in the real world, E.g. point our numbers at a shopping centre and ask your child to identify the number
- Continue to develop your child's knowledge of the numbers 0-10, E.g. ask them to collect a different amount of objects and bring them to you
- Continue to practising counting forwards and backwards from different numbers, E.g. start on 8 and count backwards
 - Continue to develop their pattern skills, E.g. ask them to make a pattern using materials at home
- Practice partitioning number to 10, E.g. using their hands to show how many different ways they can make a number
 - Practice saying the days of the week in order
 - Practice comparing the length of different object around the house

PERSONAL AND SOCIAL LEARNING



Our school values are Being Your Best, Being Safe and Being Respectful.

Students have a hero book where they receive a hero stamp when displaying our school values in the community. Students receive hero cards when playing outside and get drawn out at Together on Friday.

We have seen students Being Safe by walking around the community and pushing their chairs in. Students have shown Being their Best by having a go at their task even though it may be challenging. Putting their hand up to speak and looking at their teacher when they are speaking displays being Respectful.

We look forward to continue building these respectful relationships through Personal and Social sessions.



KAIZEN

During teaching and learning time the Kirrip A community and Specialist teachers are always looking for students who show a 'little bit of improvement' each day-

KAIZEN

These Kaizen awards will be presented to students during community time just before Together on Fridays' every fortnight. Parents and caregivers will be notified of these awards so that arrangements can be made to join us in the celebration.



CHALLENGE BASED LEARNING

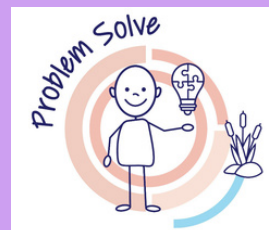
Our topic this term is 'Being Respectful and Safe Online'. Students will learn different skills to be able to be safe when using technology and the internet.

Students participated in an online session, 'Every Student, Every Term', which compliments our unit about 'Being Respectful and Safe Online'. During the session students learnt the importance of speaking to a trusted adult when they don't feel safe, e.g. a teacher, mum, dad, grandma etc.

LEARNER DISPOSITIONS

This term, we will be focusing on how to be a good learner by incorporating the Learner Dispositions in our lessons.

The Learner Dispositions are:



KIR RIP A SPECIALIST TIMETABLE

Diana 00A	Alanah 00B	Andrew 00C
<u>Monday.</u> PE SCIENCE	<u>Monday.</u> STEAM SPANISH	<u>Monday.</u> VISUAL ARTS STEAM
<u>Thursday.</u> VISUAL ARTS STEAM	<u>Thursday.</u> PE SCIENCE	<u>Thursday.</u> PE SCIENCE

TIPS AND REMINDERS

- Label ALL clothing items with child's full name e.g. hat, jumper, polo shirt etc.
- Ensure there is a change of clothes for your child in school bag
- If your child requires a spoon or fork for their lunch or snack, please ensure one is packed in their lunch box
- We encourage you to pack a fruit/vegetable snack in your child's lunchbox every day for Fruit Snack time
- Ensure your child knows how to open and close lunch box
- Ask your child what they learnt at school (numbers, letters, OWL words)
- Pack schoolbag with your child
- Ensure your child knows when they have a lunch order and remind them to put it in the tub
- It is expected that children wear their hat to school for the duration of Term 1. Please ensure that your child brings their hat to school with their name clearly labelled

If your child has art this semester, please ensure that your child brings a labelled art smock

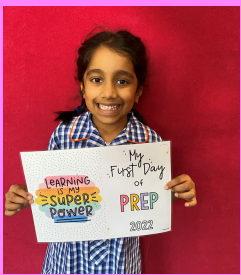


IMPORTANT DATES

Monday 28th February- Prep students commence full time at school (attend school on Wednesdays)

Monday 8th March- Labour Day Public Holiday-
no school

Friday 8th April- End of Term 1 – 2:30pm



We thank you for your support towards our students' transition to school. It is essential for positive family-school partnerships to be built between our teachers and families that are based on mutual trust and respect. We all share the same interest in your child and their learning, so sharing this responsibility together is essential and a pleasure.

We look forward to sharing more learning with you!

Diana, Alanah & Andrew



KIR RIP B COMMUNITY NEWSLETTER

TERM 1 2022

Welcome to Prep!

Dear Kirrip B Families,

What a wonderful start we have had in the Kirrip B Community. The students are adjusting well to the daily routine of 'school' and making lots of new friends. The transition to school can be felt with mixed emotions and takes some time. Your support in ensuring your child has a good night sleep, and arrives to school on time with a healthy lunch and water bottle is appreciated in helping your them to settle through this transition process.





LITERACY

Reading in Kirrip B

In Reading, students will learn to identify the letters **S,A,T,I,P,N,CK,E,H** and the sound they make. We use the Jolly Phonics approach to support their learning. During learning time students will explore these letters and sounds through a variety of craft activities, songs and letter/sound detective work using Big Books. Students are given the opportunity to locate our focus tricky OWL Words in books we read together. They are exposed to a variety of activities to recognise these words in a range of books and read them using automatic recall. This is all a part of word work.



Supporting Reading at Home

We encourage you to:

- Talk as much as possible to your child and engage them in conversation often. This will encourage the learning of new vocabulary and improved fluency when conversing
- Allowing time for them to 'unwind' then ask them how their day was. It is common for children in their first year of school to not say a lot about their day. Questions directed towards their day can often be something like "How was Art today?"
- Set aside time for reading every day. Reading before bedtime is a wonderful habit to get into. Make sure you are comfortable and that your child can see the pictures whilst you read together. Run your finger along each word to help your child identify words and sounds
- Book chats are a really great way to help your child think about what a book might be about before it is read. Look at the front cover, title and back cover. Does the book have a blurb? (we have learnt lots about this) After reading you can ask questions like "Who was your favourite character?" "How do you think they felt?"

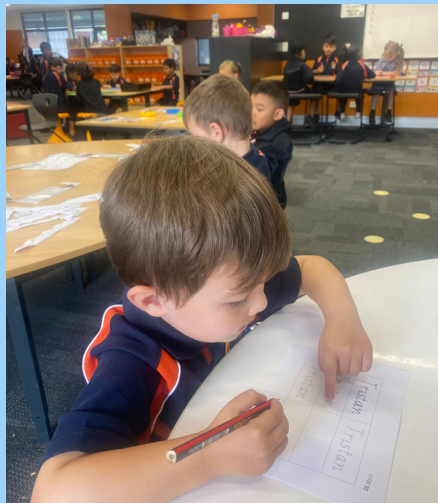
LITERACY



Writing in Kirrip B

In Writing, students have been developing their fine motor skills. Learning to write begins with scribbling and drawing. This is the first important step in developing pre-writing skills. These skills are established through copying and tracing a variety of lined patterns.

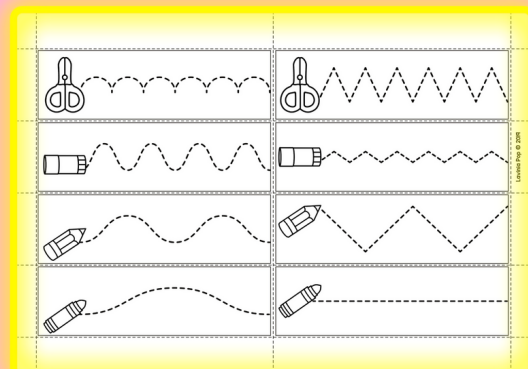
We are making our fingers strong through finger rhymes, threading, play dough and cutting with scissors. It is important to develop these fine motor muscles as they support correct pencil grip and pencil control when learning the formation of both upper case and lower case letter formation.



Supporting Writing at Home

We encourage you to:

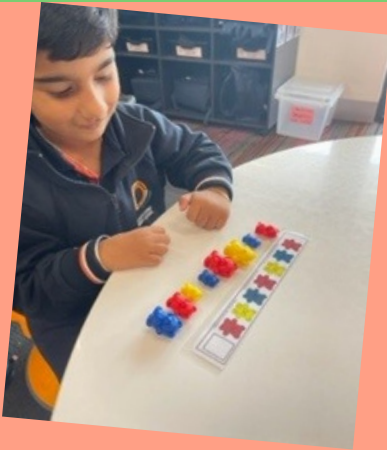
- Encourage your child to write letter -like shapes
- Practise writing your prep's name in the correct letter case e.g. uppercase letter for the first letter and lowercase letters for remaining letters
- Ask your child to talk about an experience or something that interests them. Record the language your child is using when they are discussing their drawings to you. Make sure you always ask your child to 'read' back their writing
- Most importantly, always proudly display your child's work in a position that he/she can see it. This will give your child the confidence to write and demonstrate the importance of writing



NUMERACY

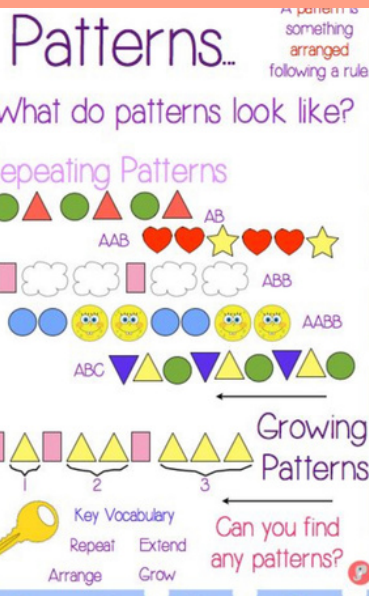
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We have had lots of fun in our community learning about pattern. Some of the important things we have discovered is that a pattern can be made, copied and extended. The preps have been so excited trying to make their very own patterns.



We have been digging deeper into understanding numbers. Some things that we have been doing to better understand numbers. are;

- Writing the numeral
- Making collections (collecting 5 blocks when asked)
- Drawing collections (drawing 6 circles for the number six)
- Identifying that a number of a collections doesn't changed if it has been moved around.



Supporting Numeracy at Home

We encourage you to:

- Counting practise counting forwards and backwards from 0-10
- Writing numbers 0-10 using correct formation
- Numeracy Talk, ask your child questions e.g "How many plates do we need for dinner?" "How many people in our family?"
- Explore numbers in the real world, E.g. point our numbers at a shopping centre and ask your child to identify the number
- Continue to develop your child's knowledge of the numbers 0-10, E.g. ask them to collect a different amount of objects and bring them to you
- Continue to develop their pattern skills, E.g. ask them to make a pattern using materials at home

PERSONAL AND SOCIAL LEARNING



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*A little bit of improvement
everyday*

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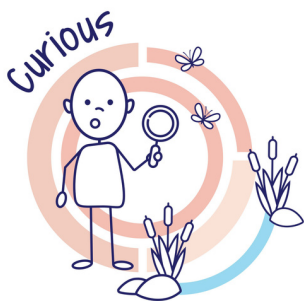
This year we will be working with 'Inform and Empower', which is an organisation which works with schools to promote online / cybersafety. This is designed to complement our unit 'Being Respectful and Safe Online'. Students will join a live-streamed session every term.

Students have participated in the first session and enjoyed it. They learnt how to be safe when using online devices and identifying 5 people they can trust.

LEARNER DISPOSITIONS

Learner dispositions are habits in which HHPS learners approach and think about learning. These seven dispositions underpin what it means to be a HHPS Learner.

- Curious
- Problem Solve
- Determined
- Brave
- Collaborate
- Reflect
- Self Aware



KIRRIP B SPECIALIST TIMETABLE

Megan 00D	Laura 00E	Brittany 00F
<u>Monday</u> SCIENCE VISUAL ARTS	<u>Monday</u> SPANISH STEAM	<u>Monday</u> STEAM PE
<u>Thursday</u> STEAM PE	<u>Thursday</u> SCIENCE PE	<u>Thursday</u> SCIENCE VISUAL ARTS

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Megan, Laura & Brittany

