



Kirrip A Community Newsletter

Term 2 2021

Welcome to Term 2 in Foundation!

The students have returned from Term 1 holidays relaxed and ready for learning. They have adapted to some new changes in our community. Students have been moving into different learning spaces for Numeracy and working with a different teacher and peers.



Literacy

Reading in Kirrip A

In Reading this Term, our Community has been covering different aspects of Reading by engaging in a variety of Literacy learning activities. Students have been learning about decoding strategies, making connections, phonics, word work and rhyme. When students are learning to decode, we have had a big focus on stretching the individual sounds in words and blending those sounds to read a word. Students have also been using the pictures as clues to help them read words in a book. When students are learning about making connections to a book, they are exploring how an event or character in the book reminds students of something in their own life, this is how we make a text to self-connection.

Students have continued to sing along to the Jolly Phonics sounds as part of our phonics program, and making crafts linked to the letter sound we are learning. Students have also begun exploring digraphs, where two letters make one sound.

While reading, students are also given the opportunity to locate our focus tricky OWL Words in the book and are exposed to a variety of activities to recognise these words in a range of books and read them using automatic recall. Students have also been singing along to and reading nursery rhymes. When doing so, they enjoy locating the Tricky OWL words in the rhyme. This is all a part of word work. When learning about words that rhyme, students have been investigating how the beginning sound changes and the rest of the word remains the same.



Supporting Reading at Home:

We encourage you to:

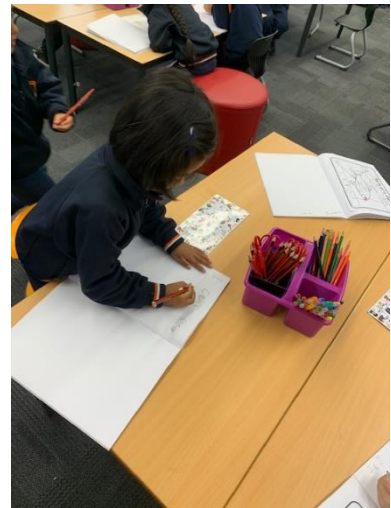
- Reading the books in your child's take home reading satchel and recording their nights of reading in their reading log book. Run your finger along each word to help your child identify words and sounds. Have a go at stretching the sounds in the word and blending them back together in order to read the words
- Reading books on Wushka, Reading Eggs and Sunshine Online. This is a great way to get your child to read extra books at home. You can also record your child's reading on these apps in their reading log book
- Practicing the tricky OWL words in your child's take home reading satchel. This is a great way to support your child's automatic recall of the tricky OWL words
- 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 Science today?"
- 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, ask your child to predict what they think the book will be about. After reading you can ask questions like "What does this book remind you of?"

Writing in Kirrip A

In Writing, students have been listening to the beginning sounds in words. Students then have a go at recording the beginning sound they can hear. They do this by completing activities such as labelling parts of a picture with the beginning sound. In addition to this, students have also begun listening to dominant sounds in words and recording these.

The students have enjoyed participating in 'writing experiences'. After the experience, students will draw a detailed picture of the experience using the correct colours and write a sentence about what happened in the experience. When writing, students focus on starting their sentence with an upper case letter, leaving finger spaces between words and adding a full stop at the end of their sentence.

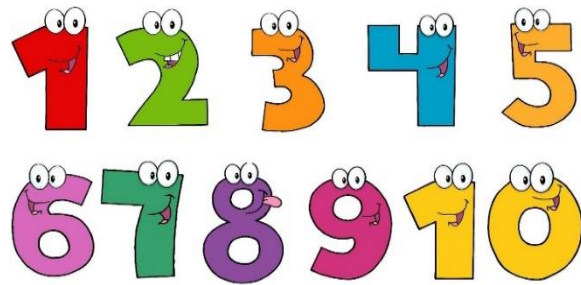
Students have been practicing their handwriting skills by learning how to write the lower case and upper case letters. Students focus on one letter at a time and learn the correct way to form the letters. They have been practicing tracing, copying and independently writing the letters.



Supporting Writing at Home:

We encourage you to:

- Encourage your child to practice forming the upper and lower case letters correctly
- Practice 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. Ask them to draw a detailed picture and write a sentence about their experience by recording the sounds they can hear, encouraging your child to include correct letter casing, finger spaces and a full stop
- Encourage 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 in Kirrip A

Our foundation students have been learning about partitioning numbers to 10. Students have been using a range of manipulatives to support them including unifix and counters. Students have been learning about the days of the week and connecting the days of the week to familiar events. In the community, the students have been comparing the length of different objects and they have been using the language 'short, long, shorter, longer, shortest and longest'. Students have been encouraged to explain and give a reason when comparing the length of objects.



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

During Personal and Social Learning, we have been speaking about our school values of Being Your Best, Being Respectful and Being Safe. We have discussed what these values look like in our classroom and outside in the yard.

Students have been learning about using the Wheel of Choice when they have a problem inside or outside of the community. The Wheel of Choice encourages students to solve a problem independently.



Challenge Based Learning

In CBL students have been learning about staying healthy. They have created some exercise routines, many posters explaining all the ways we can stay healthy, participated in mindfulness and yoga and made a healthy plate and lunchbox.

Our incursion this term was all about staying healthy. Students did some exercises, learnt about the types of nutrients we get from food like calcium and learnt about the ways this keeps our bodies healthy and full of energy. Students created a piece of artwork with vegetables and of course enjoyed eating it.



KAIZEN AWARDS

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'. Parents and caregivers will be notified of these awards.

Kirrip A Specialist Timetable

Elisa 00A	Diana 00B	Laura 00C
<u>Tuesday</u> PE Science	<u>Tuesday</u> Science Spanish	<u>Tuesday</u> Performing Arts PE
<u>Thursday</u> Spanish Performing Arts	<u>Thursday</u> Performing Arts Spanish	<u>Thursday</u> Science Spanish

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 their 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 when they have a lunch order and remind them to put it in the tub

Home Learning

Our learning can be supported by home in all of these areas with your support.

We encourage you to:

- Set aside time for reading every day. Reading before bedtime is a wonderful habit to get into
- Encourage your child to have a go at reading words they can and pointing to each word when you are reading together
- Book chats are a really great way to help your child think about what a book might be about before it is read
- After reading you can ask questions like "Who was your favourite character?" "How do you think they felt?" "What were two things that happened in the story?"
- Practice their Tricky Words, using the word list in their Home Learning Folders. We check these at school regularly and update them
- Practice their counting goal

Year 6 Buddies

Our Buddy program is up and running. There have been lots of excited little faces when Buddies arrive to our learning community. Our Preps have been engaging in purposeful play, getting to know you activities and learning how to play games cooperatively outside.

Important Dates	
Wednesday 19 th May	Nude Food Day
Wednesday 2 nd June	Nude Food Day
Friday 4 th June	Curriculum Day
Monday 14 th June	Public Holiday
Wednesday 16 th June	Nude Food Day
Monday 21 st -Friday 25 th June	Nude Food Week
Friday 25 th June	End of Term 2- 2.30pm Dismissal

Thank you for continuing to support your children with their learning at Harvest Home Primary School, we hope you enjoyed reading the Term 2 edition of our newsletter,

Elisa, Diana and Laura.



Kirrip B Community Newsletter: Term 1 2021



Welcome to Foundation!

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 child to settle through this transition process.

LITERACY



Reading in Kirrip B:

In Reading students have been identifying 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 have explored these letters and sounds through a variety of craft activities, songs and letter/sound detective work using Big Books.

In reading we have been covering different areas including concepts of print, comprehension, phonics and word work. Following are some examples of what we have completed each area.

Concepts of Print:

- Identifying the front cover, back cover, blurb and title of a book
- Identifying a word and a letter and the difference between them

Comprehension:

- Talking about what happened in a story
- Discussing their favourite part of a story
- Making predictions about what we might think the story might be about using the front cover.

Phonics:

- Identifying the sounds for the letters S, A, T, I, P, N, CK, E and H
- Singing Jolly Phonics songs to support the learning of sounds and letters
- Creating crafts that link to a letter/sound we have explored on the day
- Identifying words with the sounds we have focussed on during a session

Word Work:

- Identifying tricky words in books and on flash cards (more information to come on tricky words)
- Finding group 1 decodable words in books and in the environment (more information to come on decodable words)

Supporting Reading at home:

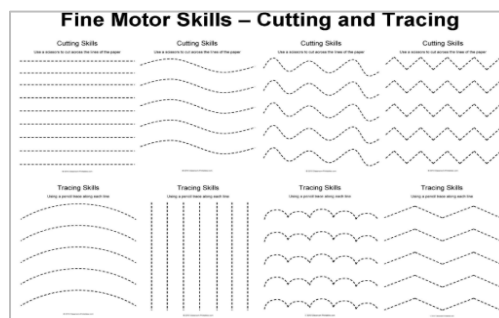
We encourage you to:

- 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?"



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. Some examples are below.



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



In Numeracy students have been busy learning about the numbers 0-10 and pattern. We have been digging deeper into understanding numbers. Here are some things that 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 collections doesn't changed if it has been moved around.

Supporting Numeracy at home:

We encourage you to:

Counting

- 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.

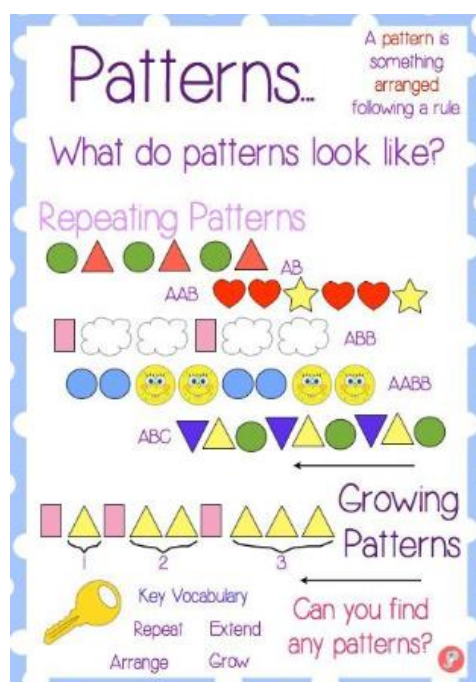
- Practise rolling two die and ask you child to identify the bigger number. Put the bigger number in your head and then subtract the smaller number from the bigger number to find the total.
- Practise listening to and giving simple directions. E.g. Move forwards 5 steps to the fridge. Now walk backwards two steps towards the table.

We have been busy making charts about each number that include some of the important things to know about.

Here are some photos of these charts



We have also had lots of fun in our communities 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 encourage you to:

- 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

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 continuing building these respectful relationships through Personal and Social sessions.



KAIZEN AWARDS

During teaching and learning time the Kirrip B 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.

Kirrip B Specialist Timetables

00D-Megan	00E- Andrew	00F-Marina	00G-Brittany
<u>Tuesday</u> PE SCIENCE	<u>Tuesday</u> SCIENCE SPANISH	<u>Tuesday</u> SPANISH PERFORMING ARTS	<u>Tuesday</u> PERFORMING ARTS PE
<u>Thursday</u> SPANISH PERFORMING ARTS	<u>Thursday</u> PERFORMING ARTS PE	<u>Thursday</u> PE SCIENCE	<u>Thursday</u> SCIENCE SPANISH

Tips and reminders for families:



- 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

Important Dates

Monday 1st March- Prep commence full time at school
(attend school on Wednesdays)

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

Tuesday 9th March- School Photo Day

Thursday 11th March-Community BBQ (TBC) 3:30-5PM

Friday 19th March- Harmony Day

Thursday 1st April- End of Term 1 2:30pm

Monday 19th April- Start of Term 2

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!

Megan, Marina, Brittany and Andrew