

KIRRIP A COMMUNITY NEWSLETTER

TERM 2 2022

Welcome to Prep!

Dear Kirrip A Families,
Welcome to Term 2!

We hope you all had a relaxing break and enjoyed time as a family. The students have returned from Term 1 holidays ready for learning. We are very excited that our Prep students have begun their formal Home Learning program. Another change this term has been during Numeracy lessons. Students have been moving into different learning spaces and working with a different teacher and peers.

Please remember to email your child's homegroup teacher should you have any questions. We look forward to a fun filled term.



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. We have learnt the following sounds: /s/ /a/ /t/ /p/ /i/ /n/ /ck/ /e/ /h/ /r/ /m/ /d/ /g/ /o/ /u/ /l/ /f/ /b/ /j/ /ai/ /oa/ /ie/



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:

- Read the books in your child's take home reading satchel and record 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
- Practice 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
- Allow 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?"

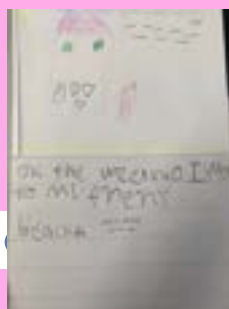
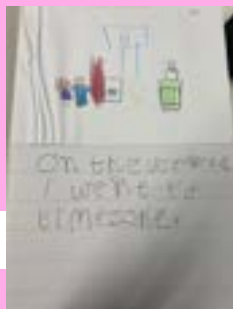
LITERACY

Writing in Kirrip A

Students have been learning about drawing a detailed picture using the correct colours and writing a sentence to match their picture. 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.

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.

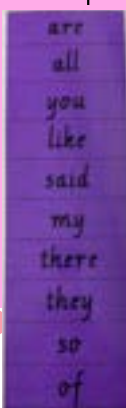
Students have been practising their handwriting skills by learning how to write the lower case and upper case letters. Students focus on one letter at a time and learn the correct way to form the letters. They have been practising tracing, copying and independently writing the letters.



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

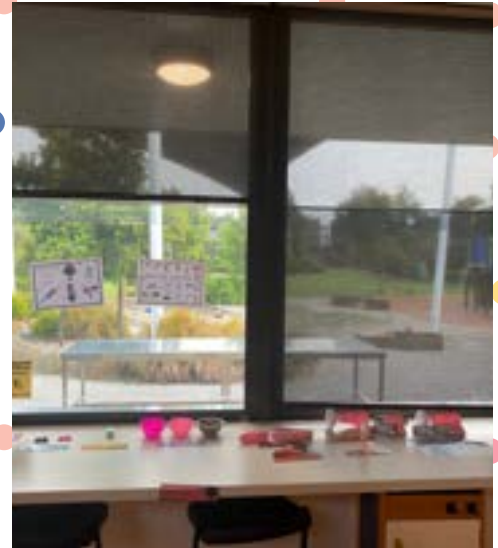


LITERACY

Oral Language Experience

Throughout this term students will be participating in language experience sessions to support their speaking and listening skills. During these sessions students will be exploring a variety of settings such as a post office, ice cream store, and café set up within their learning community.

Language experiences such as these help students to develop their communication skills by allowing them to express their needs, likes and dislikes in familiar everyday settings. The group setting lets students build upon their personal and social skills such as sharing and turn taking by working collaboratively with others.



LITERACY

PMP in Kirrip A

Throughout Term 1 students took part in our Perceptual Motor Program (PMP) and will continue to participate in PMP throughout Term 2. PMP is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills. Multi-sensory activities promoted through this program are designed to develop each child's gross motor and fine motor skills in a fun, engaging way. At our school we incorporate the opportunity to learn the Jolly Phonics sounds, Tricky OWL words and numbers within this program.

A variety of equipment is used during carefully sequenced activities which include running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling and sliding.





NUMERACY

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Numeracy in Kirrip A

During the first few weeks of this term students have explored the concept of length, identifying objects that are long and short. They have compared different lengths using blocks, counters, string and their hands whilst also using the language, long, short, longer, and shorter.

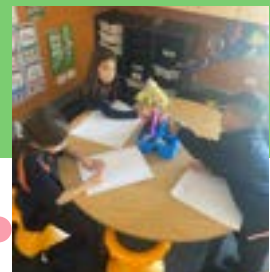
We have also learnt about days of the week, events that take a long time or short time, things we do at different times of the day, and we have been practising our counting goals. Over the next few weeks we will be focusing on the number concept of partitioning. The students will learn how to show numbers in parts, e.g. 5 is 2 and 3. They will explore all the ways we could show the numbers 1 to 10.



Supporting Numeracy at Home

We encourage you to:

- Practise counting forwards and backwards on number charts in the Home Learning Folder
- Explore numbers in the real world, E.g. point out 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 practise 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
- Writing numbers using the correct formation and directionality



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.

This term in Personal and Social Learning we are learning to understand and express our emotions. We will be exploring the causes of emotions, and noticing the signs of emotions in others and ourselves.

We have also been practising using the Wheel of Choice to give us strategies to use when we have a problem inside the community and when we are outside playing.



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'.



CHALLENGE BASED LEARNING

This term, students are learning about what a Community is and how we belong. We have begun investigations into what community means through brainstorming what we already know, what we want to find out and questions we have. We will also be working collaboratively to identify what a community is, who helps us in the community, how we belong and how we can be safe.



LEARNER DISPOSITIONS

Students will continue to focus on our Learner Dispositions through all aspects of their learning this term. We will be supporting them to understand the meaning of each disposition, what it looks like, feels like and sounds like in our learning community.

We encourage you to talk to your child about these and you may even find yourself using the language of these dispositions through your child's play, home learning or family routines e.g "I can see you are being determined in your reading when you stretched all those sounds".



KIRRIP 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
- If your child has Art this semester, please send a labelled Art smock/old shirt with name and home group
- Home learning satchels in bags each day. Take home books are changed every **TUESDAY**



IMPORTANT DATES

Wednesday 18th May- National Simultaneous Reading Hour

Friday 10th June- Curriculum Day, no school

Monday 13th June- Queen's Birthday holiday-no school

Friday 24th June- End of Term 2 2:30pm

We thank you for your ongoing support and look forward to sharing more learning with you!
Diana, Alanah & Andrew



Welcome to Prep!

Dear Kirrip B Families,
Welcome to Term 2!

We hope you all had a relaxing break and enjoyed time as a family. We are very excited that our Preps have begun their formal Home Learning program. Another change this term will be during Numeracy lessons. Students have been moving into different learning spaces and working with a different teacher and peers in the community.

Please remember to email your child's homegroup teacher should you have any questions. We look forward to a fun filled term!



LITERACY



Reading in Kirrip B

This term in reading we are continuing to learn our Jolly Phonics sounds, while also revising the sounds we have already learnt. We will also focus on blending these sounds together to read unknown words. We continue to develop students understanding of comprehension, word work, phonics, and concepts of print. Following are some examples;

Concepts of Print:

- Book handling, holding the book the right way.
- Reading left to right, and turning the pages right to left.
- Word to word matching.

Comprehension:

- Making predictions about what the story might be about or what might happen next in the story.
- Making text to self-connections, discussing what the story reminds them of in their own life.
- Identifying who and what the story is about.
- Retelling what happened in the story.

Word work:

- Identifying Tricky Words in books, and playing a range of games using our Tricky Words.
- Stretching and blending the sounds we have learnt to read decodable words.

Phonics:

- Daily Jolly Phonics lessons to practice sounds we have already learnt and learning new sounds.
- We have learnt the following sounds:
- /s/ /a/ /t/ /p/ /i/ /n/ /ck/ /e/ /h/ /r/ /m/ /d/ /g/ /o/ /u/ /l/ /f/ /b/ /j/ /ai/ /oa/ /ie/
- We explore the sounds we know by identifying these sounds in books, making crafts to represent the sounds, singing the Jolly Phonics songs, practicing the action for each song and playing games.

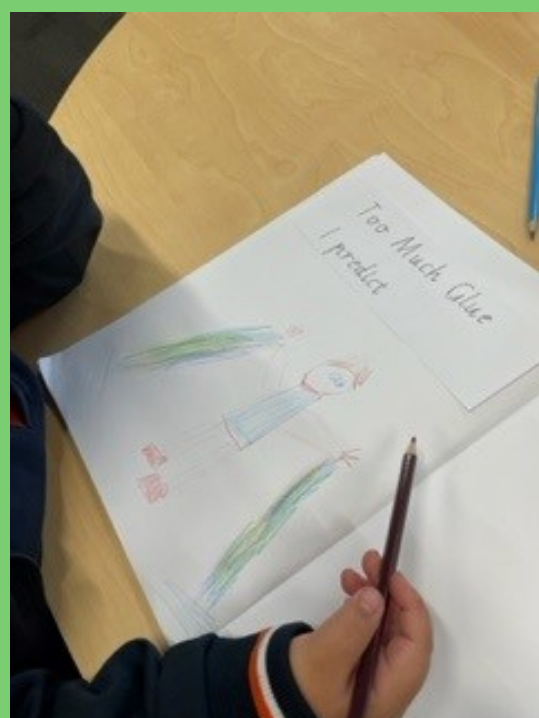
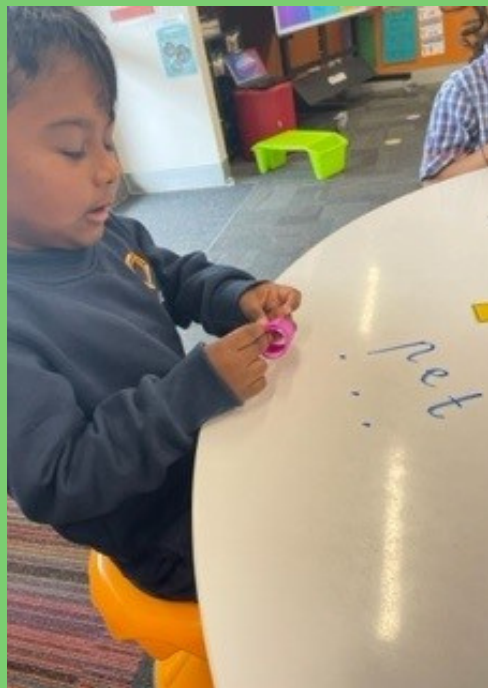
Rhyme:

- Listening to and participating in singing Nursery Rhymes
- Finding words that rhyme by listening and looking for visual letter patterns

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
- Set aside time for reading every day. Reading before bedtime is a wonderful habit to get into.
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 continuing to develop their fine motor skills to strengthen their fingers and hands for writing. We continue to work on letter formation and name writing through our weekly handwriting lessons.

Planning our writing by making sure the pictures we draw are as detailed as possible supports the students as writers to develop an idea. Students use the sounds they know with support of the Jolly phonics charts to label the picture, copy words use environmental print to write short sentences. We have focussed on ensuring we have a capital letter to start a sentence, spaces between words and a full stop at the end of a sentence.



Supporting Writing at Home

- Encourage your child to write letter -like shapes
- Encourage them to record the sounds they can hear e.g prk (park)
- Writing their name in the correct letter case e.g. uppercase letter for the first letter and lowercase letters for remaining letters
- 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
- Encourage your child to use their Tricky words list to support the writing of known and new tricky words
- 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

Language Experience



Throughout this term students will be participating in language experience sessions to support their speaking and listening skills. During these sessions students will be exploring a variety of settings such as a post office, ice cream store, and café set up within their learning community. Language experiences such as these help students to develop their communication skills by allowing them to express their needs, likes and dislikes in familiar everyday settings. The group setting lets students build upon their personal and social skills such as sharing and turn taking by working collaboratively with others.



PMP

Throughout Term 1 students took part in our Perceptual Motor Program (PMP) and will continue to participate in PMP throughout Term 2. PMP is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.

Multi-sensory activities promoted through this program are designed to develop each child's gross motor and fine motor skills in a fun, engaging way. At our school we incorporate the opportunity to learn the Jolly Phonics sounds, Tricky OWL words and numbers within this program.

A variety of equipment is used during carefully sequenced activities which include running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling and sliding.





NUMERACY

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Numeracy in Kirrip B

During the first few weeks of this term students have explored the concept of length, identifying objects that are long and short. They have compared different lengths using blocks, counters, string and their hands whilst also using the language, long, short, longer, and shorter.

We have also learnt about days of the week, events that take a long time or short time, things we do at different times of the day, and we have been practising our counting goals.

Over the next few weeks we will be focusing on the number concept of partitioning. The students will learn how to show numbers in parts, e.g. 5 is 2 and 3. They will explore all the ways we could show the numbers 1 to 10.

Ordering daily events



Identifying things that take a short and long time



Comparing length



Supporting Numeracy at Home

We encourage you to:

- Practise counting forwards and backwards on number charts in the Home Learning Folder
- Explore numbers in the real world, e.g. point out 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 practice 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
- Writing numbers using the correct formation and directionality

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.

This term in Personal and Social Learning we are learning to understand and express our emotions.

We will be exploring the causes of emotions, and noticing the signs of emotions in others and ourselves.

We have also been practising using the Wheel of Choice to give us strategies to use when we have a problem inside the community and when we are outside playing.



KAIZEN

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 will be presented to students during community time jsut before Together on Fridays



CHALLENGE BASED LEARNING

Term 2 will see our students learning about what a **Community** is and how we belong. We have begun investigations into what community means through brainstorming what we already know, what we want to find out and questions we have. We will also be working collaboratively to identify what a community is, who helps us in the community and how we belong and stay safe



LEARNER DISPOSITIONS

Students will continue to focus on our Learner Dispositions through all aspects of their learning this term. We will be supporting them to understand the meaning of each disposition, what it looks like, feels like and sounds like in our learning community.

We encourage you to talk to your child about these and you may even find yourself using the language of these dispositions through your child's play, home learning or family routines e.g "I can see you are being determined in your reading when you stretched all those sounds"



KIR RIP 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

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
- 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
- If your child has Art this semester, please send a labelled Art smock/old shirt with name and home group
- Home learning satchels in bags each day. Take home books are changed every

TUESDAY

IMPORTANT DATES

Wednesday 18th May- National Simultaneous Reading Hour

Friday 10th June- Curriculum Day, no school

Monday 13th June- Queen's Birthday holiday-no school

Friday 24th June- End of Term 2 2:30pm

We thank you for your ongoing support and look forward to sharing more learning with you!
Megan, Laura & Brittany

