

# Kirrip A Community Newsletter

## Term 3 2021

### Welcome to Term 3 in Foundation!

The students have returned yet again from holidays relaxed and ready for learning. We are very excited to begin our new PMP program as part of Phonics this term and we looking forward to celebrating 100 Days of Prep as a community.



## Literacy

### Reading in Kirrip A

During Reading this term, students are supported in their reading through a small teacher group. This is where one to one support can be given to develop early reading strategies including:

- Tracking each word as it is read
- Using picture clues
- Getting our mouth ready (thinking about the initial sound of a word)
- Breaking words into known parts (chunking)

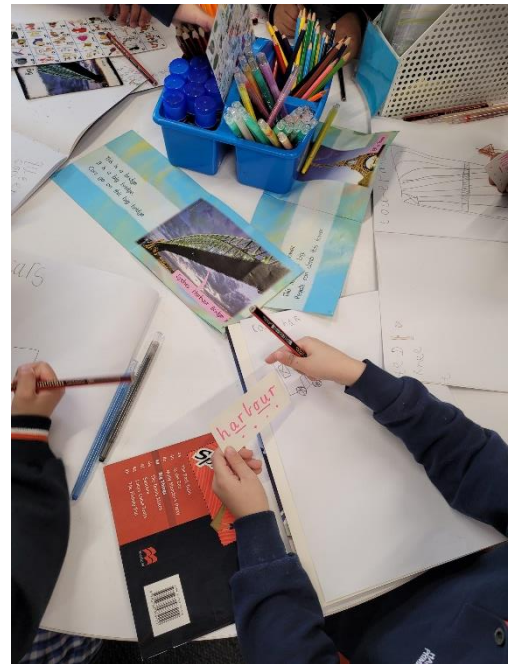
We also encourage students to think "Does it make sense?" "Does it sound right?" and "Does it look right?"

Students also spend reading time working in small groups to consolidate and practice reading skills through:

- Alphabet games

- Bingo owl word games
- Magnetic letters
- Making predictions using guided reading texts
  - Sequencing sentences
  - Segmenting and Blending games
  - Rhyme games
- CVC word games (consonant, vowel, consonant, e.g c/a/t , p/e/g

In Jolly Phonics, students have been learning digraphs and the sounds they make. These are words that have two letters that make one sound e.g rain- the ai makes the long a sound. We have been singing our Jolly Phonics Songs, engaging in word work activities that support us in learning these sounds, recognising letter patterns and playing games.



### **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?"



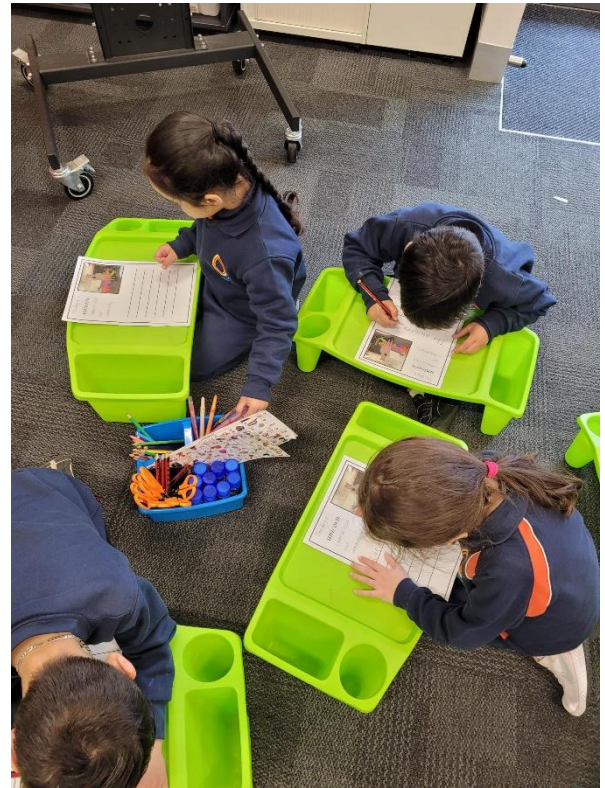
### Writing in Kirrip A

During Writing this term, we are focusing on students writing with more independence. We encourage them to 'have a go' at recording the sounds they can hear. Students have been listening to the beginning sounds in words. Students then have a go at recording the beginning sound they can hear. 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 quantity and partitioning numbers to 20. Students have been using a variety of manipulatives to support them including unifix and counters. When partitioning numbers, students represent, connect, make and compare numbers. Students have been reading the numbers, writing the numbers and making a collection to match. When comparing numbers, students have been looking at which number is bigger and which number is smaller. Students have used this skill to order numbers from smallest to biggest.

Students have been learning about the teen numbers and how teen numbers are ten and a bit more. During our numeracy warm ups, students enjoy practicing their counting skills by singing along to counting songs and taking part in number fluency activities.

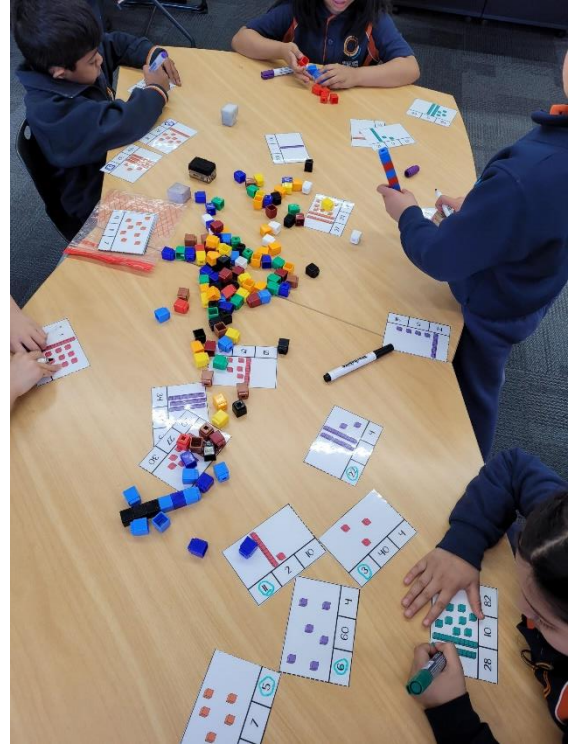
### Supporting Numeracy at Home:

#### We encourage you to:

- Practice counting forwards and backwards on number charts in the Homework Folder.
  - Practice 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 12 apples?"
  - Practice counting by 5's and 10's up to 100 and beyond.
- Practice counting forwards and backwards from 0-20, ensuring that each teen number said is pronounced correctly.
- Practice rolling two die, saying the two numbers and adding them together to find the total.
- Practice 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.
- Practice 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 0-20, E.g. ask them to collect a different amount of objects and bring them to you
- Continue to practicing counting forwards and backwards from different numbers, E.g. start on 15 and count backwards



- Continue to develop their pattern skills, E.g. ask them to make a pattern using materials at home
- Practice partitioning numbers to 20, E.g. using objects 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
  - Practice collecting 10 first when making a teen number





## Personal and Social Learning

During Personal and Social Learning, we celebrated NAIDOC week by understanding the experiences of Aboriginal Australians. We have been discussing the importance of NAIDOC week and its meaning. During NAIDOC week students celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people.

Students have also been learning about problem solving and how to notice and name a problem. The students have been learning to recognize that normal problems are part of life and have discussed problems they may face. Students have then been discussing ways in which they could solve a problem or asking for help if they can't find a solution. The students have been using the wheel of choice as a way to find a solution.

## Challenge Based Learning

In CBL this Term, students have been learning about Identity. Students have begun identifying what they were like as a baby, such as what they looked like and what they did as a baby. Students discussed the changes they noticed from when they were a baby compared to what they are like now. We have also been learning about what family means and using a family tree to identify family members. Students enjoy counting the members of their family and using words to describe their family members.

## PMP-Perceptual Motor Program

Our PMP program has begun this term and the students are engaged and very enthusiastic to participate. Students have a range of physical obstacles and games that are played with a Jolly Phonics focus. There are a range of different games such as, plastic slits, students practice their balancing skills and use the stilts to get across the room, choose a sound and say it to the next person in line. Fishing game, students take turns in using fishing rods to fish for sounds, as they fish the sound they say it to their peers. Skittles, students take it in turns to bowl the ball and knock over skittles which have sounds stuck on them, students say the sounds of the skittles they have knocked over.





# 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 OOA	Diana OOB	Laura OOC
<u>Monday</u> Visual Arts Spanish	<u>Monday</u> PE Visual Arts	<u>Monday</u> Spanish Science
<u>Thursday</u> PE Science	<u>Thursday</u> Science Spanish	<u>Thursday</u> Visual Arts PE

## 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

Thank you for continuing to support your children with their learning at Harvest Home Primary School, we hope you enjoyed reading the Term 3 edition of our newsletter, Elisa, Diana and Laura.



# Kirrip B Community Newsletter: Term 3 2021

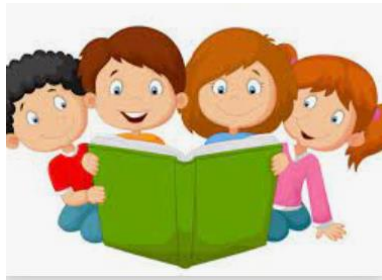


Dear Kirrip B Families,

Welcome to another fun and busy term in Foundation at Harvest Home Primary School.

We have had a fantastic start to Term 2 and have been learning many exciting things, including how to be healthy in our CBL topic. Students have been moving into different learning spaces during Numeracy and working with a different teacher and peers.

The following pages will share what we are focussing on in different learning areas. If you have any questions throughout the term please contact any of the community teachers.



## 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. Students are focusing on blending sounds together to read unknown words and chunking unknown words into smaller parts. Students will continue to practice a range of word work skills, rhyme, comprehension skills and phonics. Some key areas we will be targeting this term include:

### Word Work:

- Identifying tricky words in texts
- Identifying letter patterns, e.g. hat, cat, rat
- Blending sounds together to read unknown words
- Chunking a word into smaller parts, e.g. hip-po

### Comprehension:

- Retelling what happened in a story
- Inferring how a character is feeling in a story
- Identifying Fiction and Non-Fiction texts
- Making connections between texts and personal experiences

### Phonics

- Continuing to learn the Jolly Phonics sounds, songs and actions
- Identifying digraph sounds - /ai/ /oa/ /ie/ /ee/ /or/ /ng/ /oo/ /ch/ /sh/ /th/ /qu/ /ou/ /oi/ /ue/ /er/ /ar/

### Reading at home:

- 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?”
- Encouraging students to have a go at sounding out unknown words independently

## Writing in Kirrip B

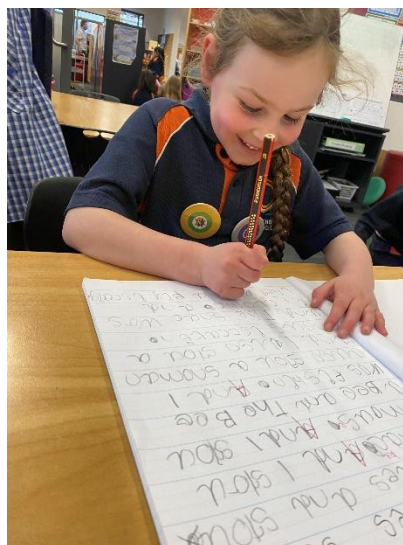
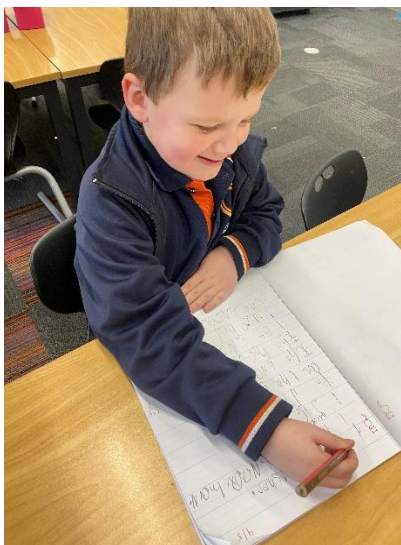
In writing this term we are learning how to write recounts, write on the lines in our new writing books, and continuing to develop our fine motor skills. We have been using our life experiences and experiences that we engage in within the classroom to prompt our recount skills. These have included playing a game and writing about it, writing about something we did on the weekend, what we played at lunch time and writing about PMP. Students have been practising including where what, and who in their recounts.

Students have also been using their new writing books which have dotted thirds to help them form their letters correctly. We have been practising where to place our letters on the line and the size of the letters. This has been supported by using our handwriting books to practice our letter formation.

Fine motor development has continued with Fine Motor Fridays, where students are given the opportunity to strengthen their fine motor skills with a range of different activities. These activities include tracing, cutting, twisting objects, using tweezers and manipulating objects.

### **Writing at home:**

To support your child in practising their writing skills at home you might ask them to write a card for someone, label a picture they draw or write the shopping list. They can do this writing the sounds they can hear in the word and using the Jolly Phonics Sound Card they have in their home learning folder.



## Numeracy in Kirrip B:

In Numeracy students have been busy learning about teen numbers. We have been focusing on reading, writing and making teen numbers as well as identifying one less and one more. To help us better understand teen numbers, here are some things we have been exploring:



- Writing teen number numerals, making sure they are in the right order
- Making collections of teen numbers and counting to confirm our collection matches our numeral through one to one correspondence
- Representing our teen number collections on tens frames and through drawing the collections in our numeracy books
- Identifying one more and one less without having to recount our collection by adding or removing an item from the collection, using numbers lines for support

#### Numeracy at home:

- Count forwards and backwards on number charts in the Homework Folder.
- Count forwards and backwards from different starting points, e.g. 13, 14, 15, 16 etc.
- While at the shops, ask your child to find different teen numbers.
- Skip count by 5's and 10's up to 100 and beyond.
- Skip count by 2's up to 50 and beyond
- Count forwards and backwards from 0-20, ensuring that each teen number said is pronounced correctly.
- Count food and using terms like less, more, how many and how much.
- Roll two dice, saying the two numbers and adding them together to find the total.
- Roll 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.
- Continue to work through Mathletics activities

## Personal and Social Learning:

This term in Personal and Social Learning we are learning to Problem Solve. Students will listen to others ideas, learn how to solve conflict in different ways, practices solving simple problems through a range of group activities. They will also learn to identify YES and NO feelings through our Braveheart's Program.

Students will be exploring our HHPS Learner Dispositions of problem solving, being self-aware, curious, collaborative, brave, determined and reflective.



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## CBL:

In CBL this term we are learning about Identity- What is my personal family history "Who am I? Where did I come from?"

Students will engage in discussions about important timeline events about themselves and their family. They will share significant events and celebrations that are important to them and their family.





## Buddies:

We celebrated the end of term 2 with an afternoon of craft with our buddies. It was our Preps turn to teach our buddies about some of the Jolly Phonics sounds we have learnt. Students were able to create a sss snake, bbb bee or iii Inky the mouse.



## PMP:

This term we have introduced our PMP- Perceptual Motor Program. Students participate in this program each week during a phonics lesson. PMP programs are developed to support gross, visual and auditory motor skills. Students participate in various rotations that support body development, coordination and spatial awareness. We have linked this program to our phonics learning in a fun and fit way!



## Home learning:

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- Practice their counting goal

# 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 VISUAL ARTS	<u>Tuesday</u> VISUAL ARTS PE
<u>Wednesday</u> SPANISH VISUAL ARTS	<u>Wednesday</u> VISUAL ARTS PE	<u>Wednesday</u> PE SCIENCE	<u>Wednesday</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 when they have a lunch order and remind them to put it in the tub



We look forward to sharing more learning with you!

***Megan Marina Brittany and Andrew***

