

# KIRRIP A COMMUNITY NEWSLETTER

## TERM 4 2022

### Welcome to Prep!

Dear Kirrip A Families,  
Welcome to Term 4!

We are very proud of the way our Kirrip A students have settled back into their learning this term.

We have been focusing on how to show 'Pride of Place' within our Community and KAIZEN in our learning. We are looking forward to many exciting things to come this term!





# LITERACY

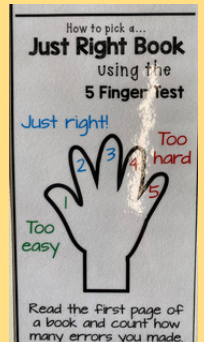


## Reading in Kirrip A

In Reading this term we have a focus on fiction and non-fiction texts, making text to self-connections and text to text connections, questioning and retelling in detail, inferring, stretching and blending difficult words within the text and reading new OWL Words.

Students have and will continue to complete a range of activities to complement these reading foci, for example, read, write and make new OWL Words we are learning, fiction and non-fiction sort, word searches, sequencing activities of known fairy tales, drawing and writing about connections they make with a character in the book and comparing two texts, looking at the similarities and differences.

Our students have started to enjoy using their orange book boxes and choosing 'just right books' to read throughout the day and really explore independent and buddy reading.



## Supporting Reading at Home

We encourage you to:

- Read books on Wushka, Reading Eggs and Sunshine Online. 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
- After reading a book, ask your child a series of questions related to the text, such as, how did the character feel when... happened or tell me all the things you remember happened in the story



# LITERACY

## Writing in Kirrip A

In writing this term, students will be learning how to write Narratives and Procedural Texts.

Students will be supported and guided by looking through picture story books and listening to familiar stories through mentor texts read by the teacher. They will plan their story using various sentence beginnings to write about their idea. Students will continue to be supported to develop their writing skills through modelled, shared, and interactive lessons.

Through our lessons we will be exploring the elements of a story including developing characters, setting, beginning, middle and end. Students will be working on publishing a story to share.

During writing time, we are ensuring students have the opportunity to write on their own, copy and be guided in small teaching groups to develop their writing skills.

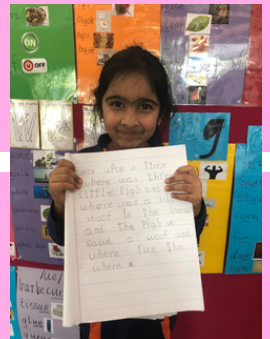
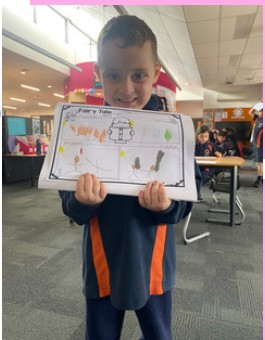
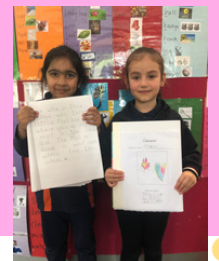
Students are encouraged to use their letter sound knowledge and OWL word recognition to stretch the sounds and spell known and unknown words. The use of our Jolly Phonics sound card supports this early letter, sound, word development.



## Supporting Writing at Home

We encourage you to:

- Model how to begin a new sentence with an uppercase letter
- Remember their finger spaces between each word
- Writing on dotted thirds
- Encourage your child to use full stops within their writing where each sentence ends
- Encourage your child to stretch through the sounds in words
- Practise spelling known OWL words





# LITERACY

## Oral Language Experience

Throughout this term students will continue to participate 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 mechanic, science lab, news station, vet and dinosaur dig set up. 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

## Perceptual Motor Program (PMP)

This term we have continued our PMP program. 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. Twister, students take it in turns to spin the arrow and stand on the colour which has the sounds on them, students say the sounds on the colour they have spun. Balancing buckets, students take turns walking over the balancing buckets which have tricky OWL words on them. Students say the tricky words as they walk over it.





# 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

In Numeracy this term we will delve into a range of exciting concepts. These include, place value, sharing, shape, length, time, capacity and ordinal number.

We are also trying something new in Numeracy where students will participate in a Launch, Explore, Summarise model of lesson. Our Numeracy lessons always start with a warm up activity to get our brains thinking mathematically. These warm ups could be counting or a 'Number Talk'.

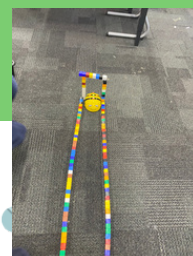
Number Talks are where a mathematically problem, image, or number is shown to them and the conversation is driven by the students. They get the opportunity to share their knowledge and thinking about a concept and this is recorded as a whole group. We then start our lesson with the launch phase of the model, where the teacher will unpack the task the students will be completing for the lesson, these are generally open ended and challenging tasks or games to really get them thinking. The explore phase allows students to have a go at the task collaboratively, using materials, while the teacher asks questions to support their exploration. The end of the lesson is the summarise part, where we come together to share what we did and discuss the mathematical concepts used. We have found that this has created an engaging and exciting environment for our Numeracy lessons.

Our students have also been working really hard on their counting goals and it is so exciting to see how much growth they are showing!



## Supporting Numeracy at Home

- Practise counting forwards and backwards on number charts in the Home Learning Folder
- Practise solving some addition and subtraction problems together
- Encourage your child to order the days of the week, months of the year and the seasons
- Practise sharing objects between 2 or 3 people at home
- Encourage your child to read, write and make the numbers from 1 to 20
- Practise the formation of numbers, ensuring they are writing them using the correct orientation





# PERSONAL AND SOCIAL LEARNING



In terms 3 and 4, prep students have been exploring the Bravehearts program through Personal & Social lessons. The Bravehearts Education Program is a personal safety education program for children ages 5-8. Their mission is to provide a coordinated and holistic approach to the prevention of child sexual abuse. All lessons consider age-appropriate content and language.

Teaching children personal safety strategies can help them build confidence, resilience and help keep them safe.

The 3 rules of personal safety:

We all have the right to feel safe with people.

This rule teaches children and young people that they have the right to feel safe and secure where they live, play, and learn, and that no one has the right to make them do something that makes them feel unsafe or unsure.

It's OK to say 'NO' if you feel unsafe or unsure.

This rule teaches children and young people that it is OK to stand up for themselves and to be assertive if something doesn't feel right.

Nothing is so yucky that you can't tell someone about it.

One of the reasons that children and young people fail to disclose harm is because they are afraid of getting into trouble. This rule helps to encourage them to speak to a trusted adult, even if something seems scary or terrible.

This term, the focus for Bravehearts has been identifying Warning Signs and how these make us feel.

To find out more please visit this link:

<https://bravehearts.org.au/about-child-sexual-abuse/personal-safety-for-children-young-people/>

Later this term, students in prep will explore Topic 8 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 8 – Positive Gender Relations are:

What is fair / unfair play? How does it feel when others play fairly / unfairly?

What is respectful play? How does it feel when others play respectfully / disrespectfully?

What does it mean if someone is playing unsafely?

This unit is research based and developed by experts in education and wellbeing, aligned with the Victorian Curriculum. All lessons consider age-appropriate content and language. You can find out more by following this link:

<https://www.vic.gov.au/respectful-relationships>

If you have any questions related to your child's participation, please get in touch with their homegroup teacher.

# PERSONAL AND SOCIAL LEARNING



We are so proud of how our Kirrip A community continue to show KAIZEN and positive behaviours. Hero books are full of stamps and stickers and jumpers are shining with Best, Respectful and Safe badges. Keep it up Kirrip A!

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

## CHALLENGE BASED LEARNING

This term, students are learning to identify possible solutions to help the world and animals from pollution. We have been discussing different animals all over the world and their habitats. Students have been learning about where these animals live and the impact on the environment and their habitat. Students will explore and answer the question, 'What change in your life could you make to help the animals?'

We are very excited about our excursion to the Zoo!



## SWIMMING

Our Swimming in Schools program commenced yesterday. We appreciate our school community support of the program. Please find associated details below. If you have any further questions, please see your childs' home group teacher.

**Day: Thursday Sessions (5 sessions)**

**Dates: 20th October, 27th October, 3rd November, 10th November, 17th November.**

**00A & 00C: Diana & Andrew - 10.45 – 11.15am**

**00D & 00B: Megan & Alanah - 11.15 – 11.45am**



# KIRRIP A SPECIALIST TIMETABLE

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

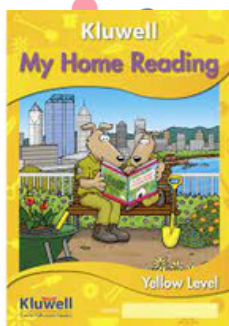
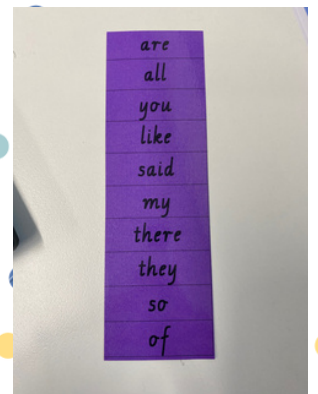


# HOME LEARNING

Our learning can be supported at home in all 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



The Pin





# ***IMPORTANT DATES***

**Tuesday 25th October-** Badge Trade for a Prize

**Monday 31st October-** Curriculum Day, no school

**Tuesday 1st November-** Melbourne Cup Public Holiday

**Friday 11th November-** Zoo Excursion & Remembrance Day

**Monday 21st November-** KABOOM Sports

**Tuesday 6th December-** Badge Trade for a Prize

**Tuesday 13th December-** HHPS Step Up Day

**Tuesday 20th December-** End of Term 4, 1:00pm

Thank you for all your support throughout the year. We are so proud of our Kirrip A students and the growth they have all shown. We would like to wish all our families all the very best.

Diana, Alanah & Andrew



# KIR RIP B COMMUNITY NEWSLETTER

## TERM 4 2022

### Welcome to Term 4!

Dear Kirrip B families,

Welcome back to Term 4! All students have returned back ready for learning and continue to show the HHPS values of being their best, respectful and safe.

We are really looking forward to a fun filled term with lots of learning and special events.

Please ensure you keep a close eye on compass as this is our main platform for communication.



### Swimming

We are very excited to be participating in our Term 4 swimming program. If your child is taking part we encourage them to wear their bathers under their school uniform. Please ensure they have a clearly labelled bag containing towel, goggles (if preferred) and underwear to change into.

Community: Kirrip A & B

Day: Thursday Sessions (5 sessions)

Dates: 20<sup>th</sup> October, 27<sup>th</sup> October, 3<sup>rd</sup> November, 10<sup>th</sup> November, 17<sup>th</sup> November.

Lesson Session	Participating	Teachers Available	Home Group	Depart HHPS	Lesson Time	Depart	Non-Swimmer Supervision
10.45 – 11.15am	36	Diana Andrew Tyson Any Learning Specialist	Prep – Kirrip A Prep – A & C	10.30am	10.45 – 11.15am	11.30am	Send non swimming students to: Kirrip A: Wurun Kirrip B: Galada
11.15 – 11.45am	38	Megan Alanah Tyson Any Learning Specialist	Prep – Kirrip A & B Prep – B & D	11.00am	11.15 – 11.45am	12.00pm	
12.00 – 12.30pm	39	Laura Brittany Tyson Any Learning Specialist	Prep – Kirrip B Prep – E & F	11.45am	12.00 – 12.30pm	12.45pm	





# READING



In Reading this term we will continue to focus on exploring fiction and non-fiction texts, making connections, questioning and retelling in detail. Students will continue to make inferences on character feelings within a text. We will be revising known Jolly Phonic sounds, and reading new OWL Words stretching and blending difficult words within the text.

During our reading time students are supported in their reading through a small teacher group, independent reading, and buddy reading.

We encourage you to:

- Read books on Wushka, Reading Eggs and Sunshine Online. You can also record your child's reading on these apps in their reading logbook
- Practising 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
- After reading a book, ask your child a series of questions related to the text, such as, how the character felt when... happened or tell me all the things you remember happened in the story

## Supporting 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 writing this term, students will be learning how to write Narratives and Procedural Texts. Students will be supported and guided by looking through picture story books and listening to familiar stories through mentor texts read by the teacher. They will plan their story using various sentence beginnings to write about their idea. Students will continue to be supported to develop their writing skills through modelled, shared, and interactive lessons.

Through our lessons we will be exploring the elements of a story including developing characters, setting, beginning, middle and end. Students will be working on publishing a story to share.

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- Encourage your child to stretch through the sounds in words.
- Practise spelling known OWL words





# Language Experience

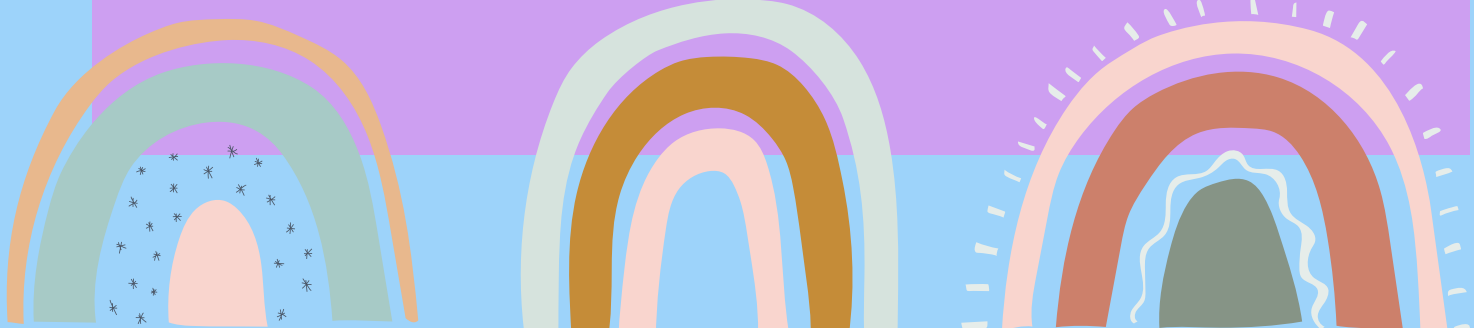


Throughout this term students will be participating in language experience sessions to support their speaking and listening skills. During these sessions students will be exploring a variety of settings such as an Mechanic, Science Lab, News Station, Dinosaur Dig and a Vet within their learning community. 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-Perceptual Motor Program

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# NUMERACY

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Numeracy Talk's are where a mathematical problem, image, or number is shown to them and the conversation is driven by the students. They get the opportunity to share their knowledge and thinking about a concept and this is recorded as a whole group.

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# PERSONAL AND SOCIAL LEARNING

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1. We all have the right to feel safe with people.

This rule teaches children and young people that they have the right to feel safe and secure where they live, play, and learn, and that no one has the right to make them do something that makes them feel unsafe or unsure.

2. It's OK to say 'NO' if you feel unsafe or unsure.

This rule teaches children and young people that it is OK to stand up for themselves and to be assertive if something doesn't feel right.

3. Nothing is so yucky that you can't tell someone about it.

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- 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



# ***CHALLENGE BASED LEARNING***

Students will be investigating and discovering the essential question;

"What change in your life could you make to help the animals?"

There challenge will be to **Identify possible solutions to help the world and animals from pollution.** During our investigations students will be learning about animals that are specific to various continents around the world. They will research habitats, food and the impact the environment has on these animals.



## **Zoo excursion**

To celebrate our learning students will be taking part in an excursion to the zoo. Please refer to compass for further information regarding this exciting day!

# ***HERO BOOKS /KAIZEN***

We are so proud of how our Kirrip B community continue to show KAIZEN and positive behaviours. Hero books are full of stamps and stickers and jumpers are shining with Best, Respectful and Safe badges. Keep it up Kirrip B!



# KIRRIP B SPECIALIST TIMETABLE

Megan 00D	Laura 00E	Brittany 00F
<u>Monday</u> Spanish STEAM	<u>Monday</u> STEAM Visual Arts	<u>Monday</u> Science Spanish
<u>Wednesday</u> PE Science	<u>Wednesday</u> Science Spanish	<u>Wednesday</u> STEAM 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 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

**Tuesday October 25th** - Badge trading day

**Monday October 31st**- CURRICULUM DAY

**Thursday 20th November**- Swimming program starts

**Tuesday November 1st**- MELBOURNE CUP DAY

**Friday 11th November**- PREP MELBOURNE ZOO EXCURSION

**Monday 21st November**- KABOOM SPORTS DAY

**Tuesday 6th December**- Badge trading day

**Tuesday 13th December**- STEP UP DAY

**Tuesday 20th December**- LAST DAY OF SCHOOL 1 PM FINISH

We thank you for your ongoing support this year!  
Brittany,Megan,Laura

