

Harvest Home Primary School 15th of August 2018

Hip hip hooray it's the 100th day!

On the 31st of July the school community, teachers and students celebrated an amazing milestone for our prep students.

It was a fun filled day that began with a parade where the students showed their amazing 100-year-old costumes. Parents and teachers celebrated the students with a little bit of a dance before heading to the Kirrip community where a day of all things 100 awaited the students.

The students made 100 day crowns, 100-piece fruit loop necklaces and practiced counting to 100. All the students had a great day pretending to be 100 years old and had some great ideas on what 100 year olds do.

'You need a walking stick so you don't fall down' (Natalie)

'You sleep a lot' (Riley)

'You need to wear glasses because you can't see' (Charlie)

The students have worked so hard and learned a lot in their first 100 days of school and the teachers are so proud of their achievements so far.



REMINDERS

- PLEASE ENSURE ALL CLOTHING ITEMS ARE CLEARLY LABELLED WITH YOUR CHILD'S NAME.
- ENSURE YOUR CHILD IS READING EVERY DAY (PLEASE RECORD READING IN YELLOW READING DIARY)
- PRACTISE OWL WORDS EACH DAY

GETTING TO KNOW THE PREP TEACHERS

Malinda

What is your favourite colour?
Pink

What is your favourite food?
Tacos

What is your favourite childhood story? *Mr McGee and the biting flea.*

What is something exciting? *I am going on a trip next year which I'm looking forward to.*

What do you love about teaching? *Knowing I am playing a part in helping teach our future leaders.*

Sheena

What is your favourite colour?
Blue

What is your favourite food?
Avocados

What is your favourite childhood story? *Thelma the unicorn*

What is something exciting? *My puppy has learnt to shake hands.*

What do you love about teaching? *Seeing the kids smile when they understand something.*



LETS HEAR IT FROM THE KIDS

Read below to find out what our student's said when asked what they have been working hard on this term ...

Alayna: "I have been working hard on holding my pencil correctly"

Jordana: "I have been trying hard to do handwriting and writing all of my names "(first, middle and last name).

Kade: "to get a silver badge for being my best"

Aaron K.C: "learning about things that make me happy"

Clara: "trying to read a book"

Aaliyah: "maths - taking away numbers"

Aadit: "counting backwards from 24"

Evelyn: "I've been working so so hard at doing my activities correctly"

Nirlep: "counting backwards from 24"

Natalie: "numeracy - making my numbers right"

time SPENT
PLAYING
WITH CHILDREN
IS
NEVER
WASTED
-DAWN IANTERO

WWW.THEKIDINTHECLOUDS.COM

Important Upcoming Dates:

August 20 - 24th: Book Week

August 20th: Book Week
Community Open
Morning 9-10am

August 23rd: Book Week
Dress Up Parade 9-
9:30am

August 31st: Fathers
Day Stall

August 31st: Fathers
Day Breakfast 7:30-
8:30am

August 31st: Fathers
Day Raffle Drawn at
Together on Friday

September 21st: Footy
Colours Day

September 21st: Last day
of term

CHALLENGE BASE LEARNING

**Be the best that we can be,
make good choices for you and
me.**

This term the preps have been learning about how to be a better version of themselves based on the everyday choices they make for CBL. Students have had a blast completing different tasks based on the idea of making choices. They have learnt about what it takes to make good choices and have been able to identify what a good and bad choice is.

Students have been exposed to different fairy tales where they have had opportunities to identify the choices made by different characters.

We were also lucky enough to have a 'Fairy tale Fiasco' incursion where students were able to make different choices as a fairy tale character. The session was full of fun and exciting opportunities

for students to dress up and show their creative sides. Each session was run by a professional drama teacher who took students on a magical journey where they got to dress up as two different characters. The highlight of these sessions were seeing our prep's smiles and eagerness to learn about their CBL topic through drama.

We have had a lot of fun learning about making different choices and becoming a better version of ourselves as a result.



SWPBS - SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

This term for School Wide Positive Behaviours (S.W.P.B.S) we have been focusing on learning about different feelings and emotions. We have been working on identifying, expressing and dealing with emotions that the preps or others might feel. The preps have engaged in a number of activities, games and scenarios which have helped them to express and understand emotions. We have identified different emotions, i.e. sad, happy, angry, excited, through looking at facial expressions, body language and the sounds we make. We have also looked at strategies for dealing with these emotions, such as, calming down strategies or using the wheel of choice. We will continue to learn about different ways to manage our emotions as the term continues.

LITERACY

Reading:

We have been seeing a lot of growth with children's reading which is wonderful to see. To further assist your child's learning, please ensure you are using the yellow reading journal, found inside the reading satchel to record each night you listen to your child read.

In the communities we are beginning to celebrate the achievement of how many nights children have read at home, and we would love to celebrate each child and their achievements. To help us could you please ensure your child's yellow reading journal is being kept up to date and their reading satchel is brought to school each day.

In the reading satchels you will find a set of OWL words that a community teacher updates every 2 weeks. This allows your child time to confidently read the OWL words and recognise them in texts. Please help your child practise these words ready for a teacher to check their progress.

When listening to your child read at home it is important to allow them to use the skills learnt in the community to solve and decode new or tricky words. As well as confidently reading a text we encourage you to ask your child questions about the text after reading. E.g. Who were the characters in the story? How do you think the characters were feeling and why? Do you think this was a good title for the book and why? Taking time to ask questions and talk about a text develops children's oral language skills and ability to discuss events in a text.

Writing:

During writing this term our focus has been on writing recounts. As part of children's learning we have been engaging in a range of different experiences to help develop children's oral language and provide them with a hands on task. Some experiences that children have participated in include:

- Making Playdough

- Experimenting with milk, detergent and food colouring

- Making face biscuits

- Experimenting with glad bags, water and pencils to create a magic trick

- Designing paper airplanes

- Having a dance party

Providing children with open ended, engaging and hands on experiences allows them to further develop their writing skills. During the process of writing a recount children are encouraged to think about the who, what, when, where and why in each experience.

Each week children expand on their ideas and further develop their writing from the previous day, exposing them to the writing process (draft, revise and edit).

Children look forward to participating in a new experience each week and we encourage children to come home and share their new found knowledge with you.

NUMERACY

In the Kirrip community, we have been learning how to count forwards and backwards from 0-20 from any given point (making sure we say each number correctly including the teen numbers). We have been ordering numbers from biggest to smallest as well as identifying a number that is one more or one less than a specific number. We have been recording and making numbers (0-20) using concrete materials. The students have also been partitioning numbers from 0- 20. Some students are solving basic addition and subtraction problems using concrete materials.

Here are some handy activities you can use at home to help build your child's knowledge around number and fluency:

Using a 100's chart to practise counting forwards and backwards from any given point or to skip count by 5's, 10's or 2's

Using a 100's chart with missing numbers

Fill in the Missing Numbers									
1	2		4		6	7			10
	12	13		15			18	19	20
21		23	24		26		28		
	32		34	35		37		39	40
41			44	45	46		48		
	52	53		55		57		59	60
	62		64		66		68		70
71	72	73			76	77		79	
81	82			85			88	89	
	92	93		95		97	98		

One less or one more- make a collection of cards with numbers 0-20 and ask your child to find the number that is one less or one more than the chosen number

Ordering numbers- choose 5 numbers from the 100's chart and write them on a post it note. Ask your child to order them from smallest to biggest without looking at the 100's chart. Discuss the way they have ordered them. If your child needs some extra support, ask them to make the number using concrete materials to see which number is the smallest or largest etc (start with ordering numbers 0-20 before extending them to higher numbers)

Making and recording- it is important that you are practising recording numbers with your child each night. We have found that some children are recording their numbers incorrectly. E.g. 5 is recorded backwards. Say a number to your child and ask them to record it and then make it using concrete materials.

E.g. make the number using raw pasta shells
Simple addition- Ask your child to roll two die and create a simple addition sum with or without pictures. E.g. Sheena rolled 5 and 4. Sheena writes $5 + 4 = 9$. Sheena drew 5 apples and 4 apples to help her solve the problem.

Simple subtraction- Ask your child to roll two die and create a simple subtraction problem with or without pictures (make sure your child is recording the largest number first). E.g. Sheena rolled a 6 and a 9. She recorded $9 - 6 = 3$. Sheena drew 9 apples and crossed off 6 to see the how many were left

Partitioning- Say to your child I have 5 counters in total. Say close your eyes and I am going to hide some. Tell your child, you need to tell me what the missing collection is. E.g. 3 counters on the table and 2 in your hand. Your child needs to identify the part in your hand. Repeat the process for higher numbers. You can also extend your child's thinking by hiding two parts of the collection. E.g. 5 counters in total. 1 counter on the floor (visible for your child to see) 2 in one hand and 2 in the other. What is the number sentence? 1 and 2 and 2 is 5

BUILDING FINE MOTOR SKILLS - HOW TO SUPPORT YOUR CHILD AT HOME ...

Fine motor skills involve the use of smaller muscles within the hands. It is important for children to develop fine motor skills in order to complete activities, including using pencils, scissors, construction of lego, doing up buttons, opening lunch boxes, bottles, brushing teeth, tying shoelaces and lots more.

Having strong fine motor abilities, significantly improves the quality of a task and the time in which it is completed in.

Below are some suggested ideas to support your child in developing their fine motor skills at home.

- Using pegs (helping to hang up washing)
- Tongs (picking up small items using tongs)
- Tracing (using writing materials to trace over letters, numbers, patterns and pictures)
- Threading (using beads/buttons and cotton thread)
- Building lego
- Playdough (rolling playdough using finger tips)
- Cutting (using scissors to cut in straight and curly lines)

