

# KIR RIP B COMMUNITY NEWSLETTER

## TERM 3 2023

Dear Kirrip B Families,

Welcome to Term 3!

We hope you all had a relaxing break and enjoyed time as a family. The students have returned yet again from holidays ready for learning. We are looking forward to an exciting term with lots of learning opportunities for our students. Later in the term, you will have the chance to meet with your child's teacher to discuss their learning and growth.

Today our amazing prep students celebrated 100 days of learning! It was amazing to see everyone dressed up and having lots of fun.

Please remember to email your child's homegroup teacher should you have any questions.  
We look forward to Term 3 being full of fun!





# Prep 100 days!





# Prep 100 days!



# LITERACY

During Reading this term, students work in their literacy groups and are supported in their reading within a small teacher group.

This is where one to one support can be given to develop decoding skills and early comprehension of a text.

Some of the skills that will be addressed throughout the term include:

- Tracking each word as it is read
- identifying the initial sound of a word
- Identifying tricky OWL words in a text

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

Some of the comprehension skills we will explore include:

- Making personal connections - "what does this remind you of?"
- Re-telling a story / recalling facts in a non-fiction text
- Making predictions about what a text might be about

Students also spend reading time working in their small groups to consolidate and practice reading skills taught such as:

- OWL word identification and games
- matching pictures to initial sounds
- identifying rhyming words and how many syllables within a word
- sequencing sentences - "does it make sense?"
- segmenting and blending activities, including CVC (consonant/vowel/consonant) games

In Jolly Phonics, students have been learning all 43 sounds. They have been introduced to digraphs and how 2 letters make 1 sound (e.g. /ai/; /sh/). They have been applying their knowledge of the sounds through both reading and spelling activities and games.



## 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



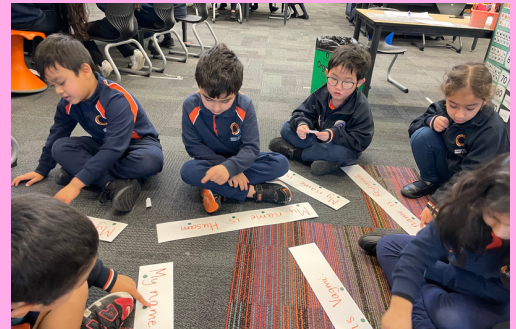
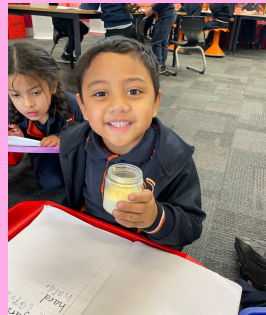
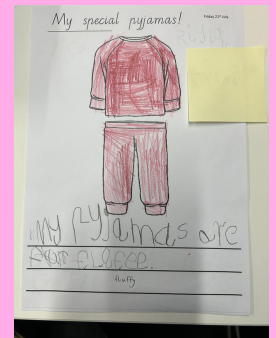
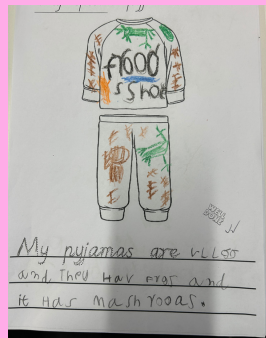
This Term in Writing, students will build and develop key writing skills such as:

- Recording all the sounds they hear in a word
- Beginning each sentence with a capital letter
- Including finger spaces between words
- Experimenting with punctuation, such as full stops
- Forming an idea for a sentence and writing the sentence independently

Students will be inspired to write about their experiences in oral language, as well as special experiences in the community such as making our very own butter! We will also be inspired by books we read during Reading, videos and special events.



Students are able to use a range of resources to help them write, such as Jolly Phonics sound cards, tricky word charts and posters displayed in the community.



## 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 yourchild 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



1 2 3 4 5  
6 7 8 9 10

# NUMERACY

1 2 3 4 5  
6 7 8 9 10

Throughout term three students will be using a variety of manipulatives to explore the concepts of creating, ordering and comparing collections to 20 and beyond, focusing on the language of more and less as well as ordering non sequential numbers. Students will build upon their knowledge of partitioning to explore the concepts of addition and subtraction using strategies such as count all, count on and count back from a given number. Students will also engage in data collection and use this information to answer yes and no questions. Towards the end of the term, students will focus on location using maps, gestures and statements to describe location as well as exploring the concepts and language of associated with comparing the mass of objects.

Students will participate in a Launch, Explore, Discuss model of lesson.

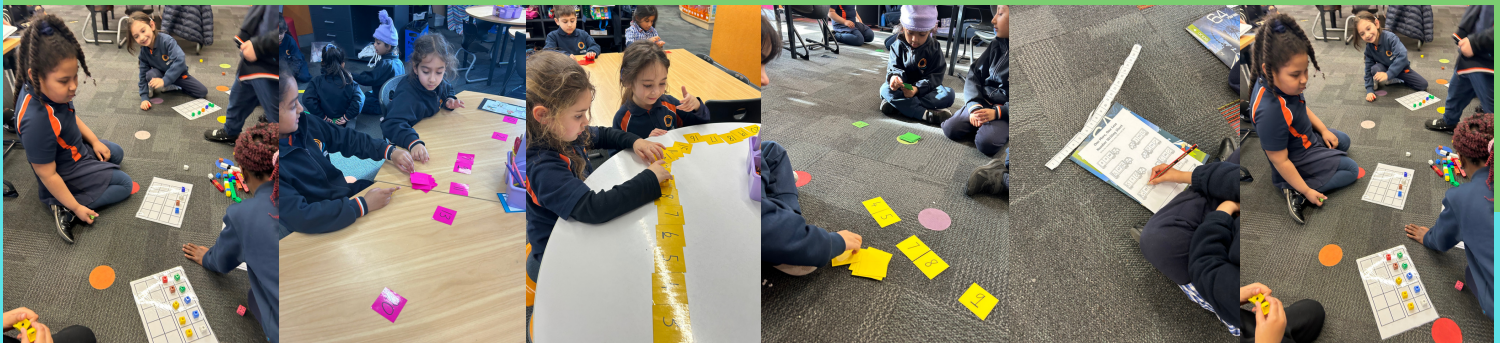
Our Numeracy lessons start with a warm up activity to get our brains thinking mathematically. These warm ups could be counting or a 'Numeracy Talk'.

Numeracy Talk's 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 discuss 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.



## Supporting Numeracy at Home

We encourage you to:

- 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



# 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 play-based experiences such as a post office, doctor's surgery and pizza shop. 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. It also allows students to develop important vocabulary used within a play-based context. All students benefit from the opportunity to talk freely with their peers and express themselves verbally through a fun and engaging play setting.





# 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.***

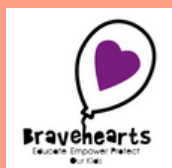
One of the reasons that children and young people fail to disclose harm is because they are afraid of getting into trouble. This rule helps to encourage them to speak to a trusted adult, even if something seems scary or terrible.

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/>

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



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



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 celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander people.



# HOME LEARNING

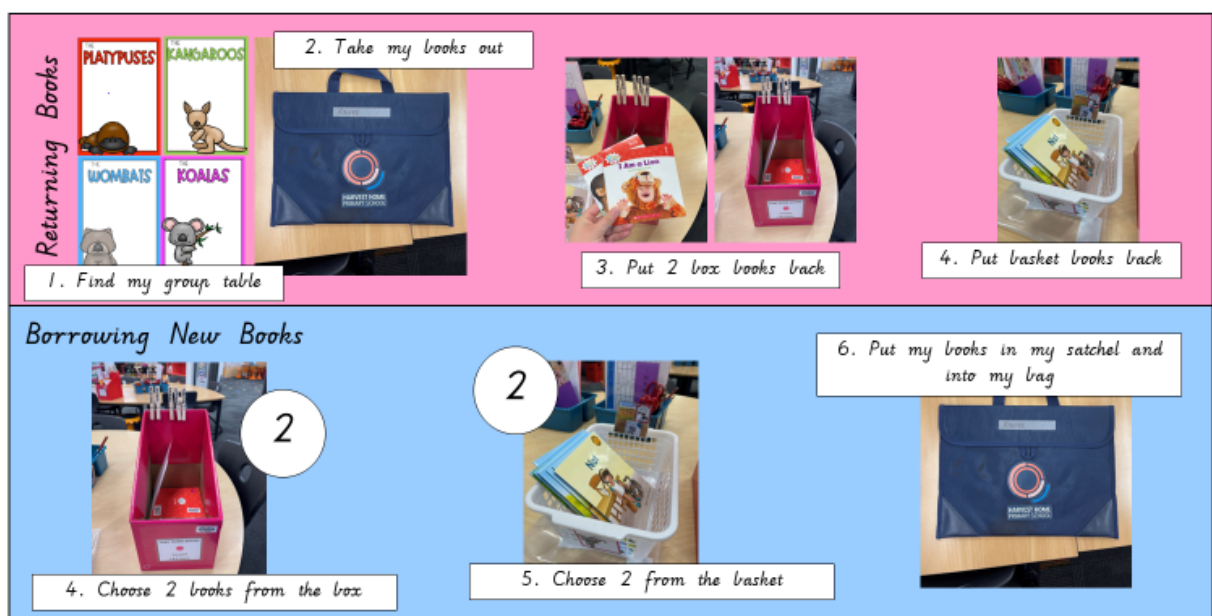


Our learning can be supported by home in all these areas with your support.

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

## Take Home Readers Process





# CHALLENGE BASED LEARNING

This term, students will be exploring CHANGE within their CBL unit. They will delve into discovery of the types of animals that live on a farm. They will explore the types of building and materials you find on a farm. And, they will build their own farmyard using play-based materials. Students will engage in the discussion 'farm to table' and the process of change. This new learning will be linked through the students reading and writing sessions through listening to information texts and participating in hands on experiences such as making butter.

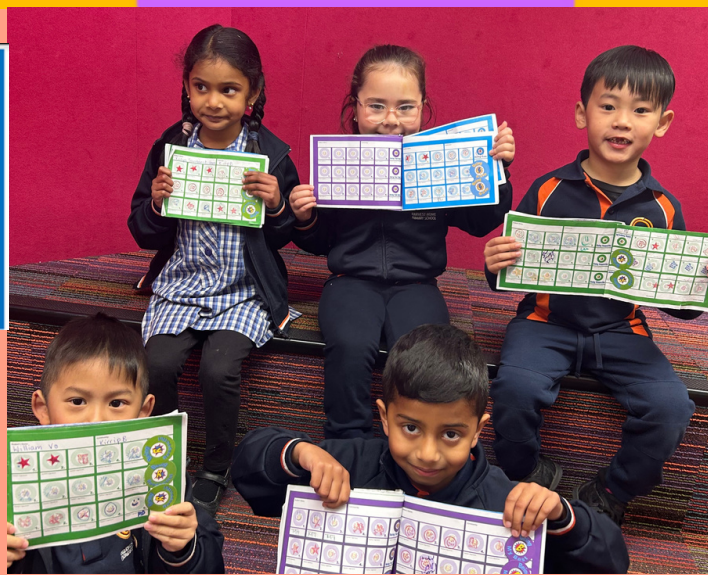
Throughout this unit, students will develop their curiosity using who, what, where, when and why question stems.



## 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 have been awarded 1274 badges!





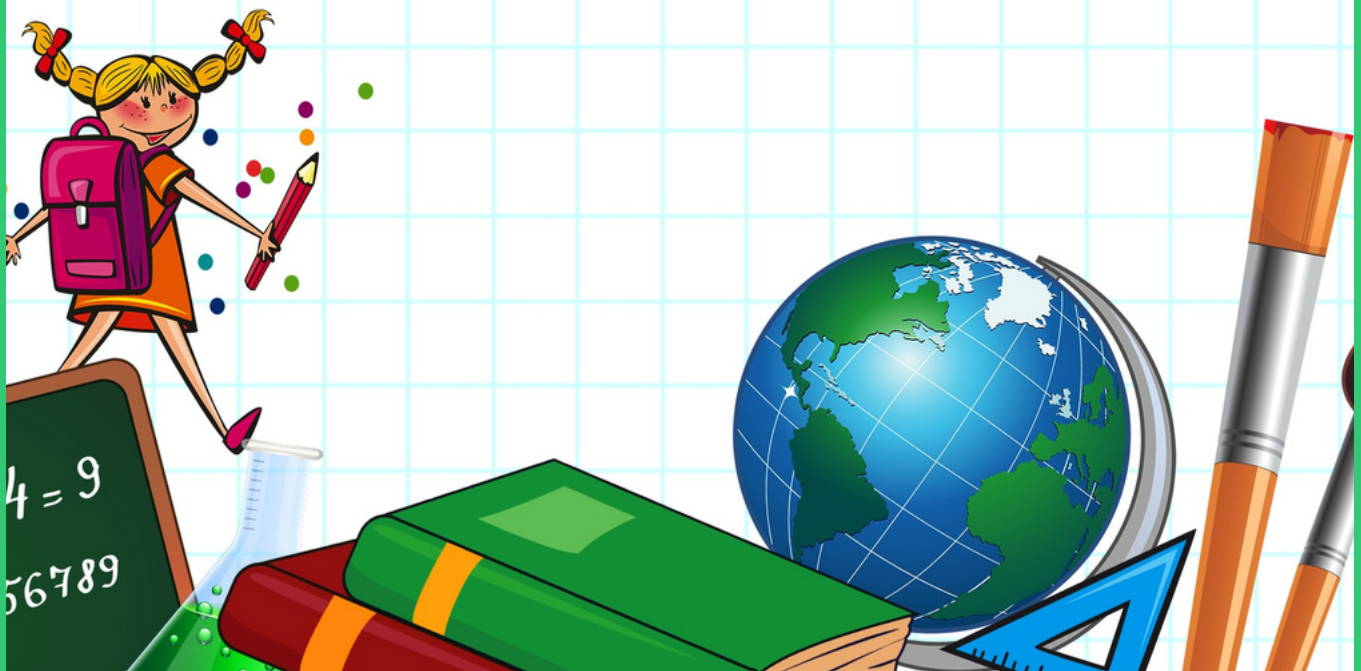
# KIR RIP B SPECIALIST TIMETABLE

**PREP A DIANA**  
**MONDAY**  
PE : 9:50 TO 10:40  
SPANISH 10:40 TO 11:30  
**TUESDAY**  
MINDFULNESS 2:20 TO 3:10  
**THURSDAY**  
STEAM 9:50 TO 10:40  
**FRIDAY**  
SCIENCE 12:10 TO 1:00

**PREP B ANDREW**  
**MONDAY**  
SCIENCE 9:50 TO 10:40  
PE 10:40 TO 11:30  
**TUESDAY**  
SPANISH 2:20 TO 3:10  
**THURSDAY**  
MINDFULNESS 9:50 TO 10:40  
**FRIDAY**  
STEAM 12:10 TO 1:00

**PREP C HOLLY**  
**MONDAY**  
STEAM 9:50 TO 10:40  
SCIENCE 10:40 TO 11:30  
**TUESDAY**  
PE 2:20 TO 3:10  
**THURSDAY**  
SPANISH 9:50 TO 10:40  
**FRIDAY**  
MINDFULNESS 12:10 TO 1:00

**PREP D EMMA**  
**MONDAY**  
MINDFULNESS 9:50 TO 10:40  
STEAM 10:40 TO 11:30  
**TUESDAY**  
SCIENCE 2:20 TO 3:10  
**THURSDAY**  
PE 9:50 TO 10:40  
**FRIDAY**  
SPANISH 12:10 TO 1:00





# KIR RIP B SPECIALIST TIMETABLE

PREP E MEGAN/MARINA

MONDAY

SPANISH 9:50 TO 10:40

MINDFULNESS 10:40 TO 11:30

TUESDAY

STEAM 2:20 TO 3:10

THURSDAY

SCIENCE 9:50 TO 10:40

FRIDAY

PE 12:10 TO 1:00

## 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
- 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
- Home learning satchels in bags each day. Take home books are changed on **WEDNESDAY!**





# IMPORTANT DATES

**Wednesday 16th August-** Book Week Incursion

**Thursday 24th August-** Book Week Dress Up Day

**Wednesday 30th- Thursday 31st August-** Father's Day Stall

**Friday 1st September-** Father's Day Celebration

**Thursday 7th September-** Parent/Teacher Interviews

**Tuesday 12th September-** Footy Colours Day

**Friday 15th September-** Last Day Term

*Thank  
you!*

for your ongoing support and look forward to sharing more  
learning with you!

Diana, Megan, Marina, Emma, Andrew, Holly & Sarah.

*Kirrip B*