



Kirrip B Community Newsletter Term 2

HOP, SKIP AND STEP INTO PREP!



WELCOME TO PREP!

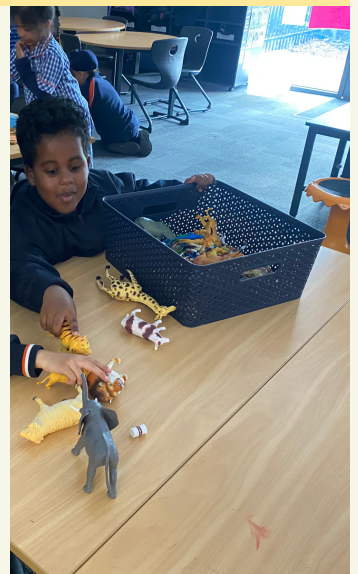
Dear Kirrip B Families,

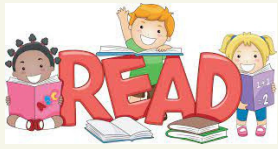
Welcome to Term 2! We hope you all had a relaxing break and enjoyed time as a family. The students have returned from Term 1 holidays ready for learning. We are very excited that our Prep students have begun their formal Home Learning program.

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.





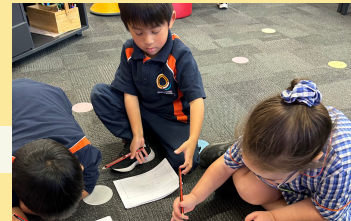
READING



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?"



WRITING



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



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 florist, ice cream store, and café 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.





NUMERACY



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.

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.

We will also learn about days of the week, events that take a long time or short time and things we do at different times of the day.

Students have been practising their counting goals and will continue to do this throughout the



term.



Supporting Numeracy at home

We encourage you to:

- Practise counting forwards and backwards on number charts.
- Practise 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 7 apples?"
 - Practise counting by 5's and 10's up to 100 and beyond.
- Practise counting forwards and backwards from 0-20, ensuring that each teen number said is pronounced correctly.
 - Practise rolling two die, saying the two numbers and adding them together to find the total.
- Practise rolling two die and ask your 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.
- Practise 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 0-10, E.g. ask them to collect a different amount of objects and bring them to you
 - Continue to practising 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
 - Practice partitioning number to 10, E.g. using their hands 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



PERSONAL & SOCIAL LEARNING

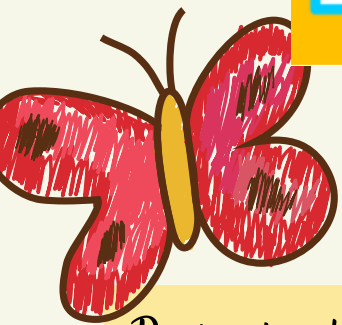


Our school values are Being Your Best, Being Safe and Being Respectful. Students have a hero book where they receive a hero stamp when displaying our school values in the community. Students receive hero cards when playing outside and get drawn out at Together on Friday.

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

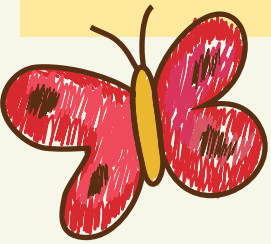
These Kaizen awards will be presented to students during community time just before Together on Fridays' every Friday. Parents and caregivers will be notified of these awards.

Preps will be in the stadium for Together on Fridays on the following dates
19th May, 2nd & 16th June.

CHALLENGE BASED LEARNING

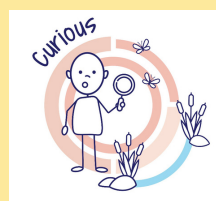
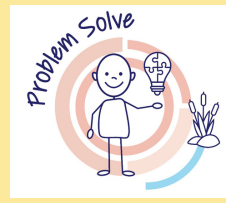


This term, students are learning about different cultures. We have been discussing what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. We are very excited about our incursion.



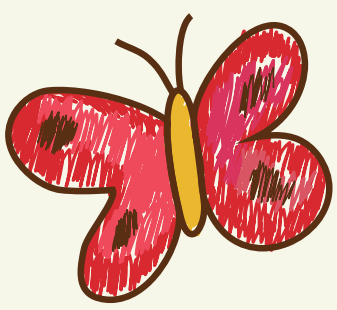
LEARNER DISPOSITIONS

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".



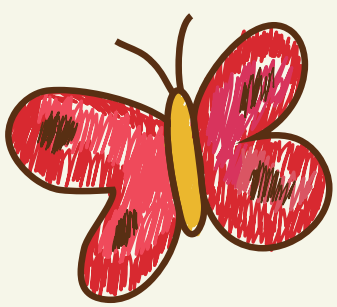
MOTHER'S DAY MORNING



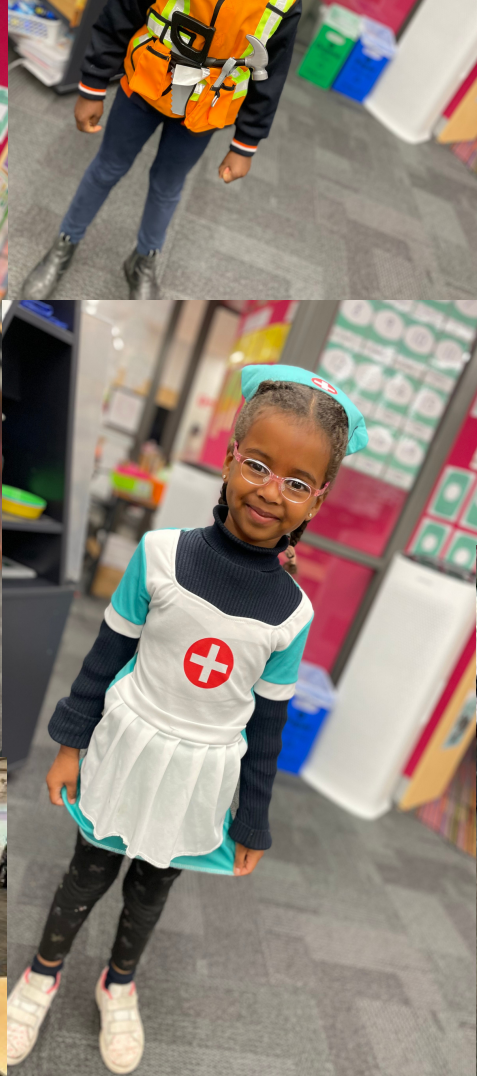
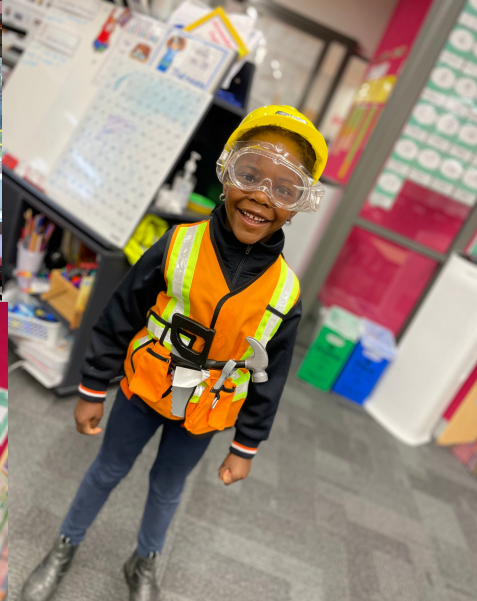
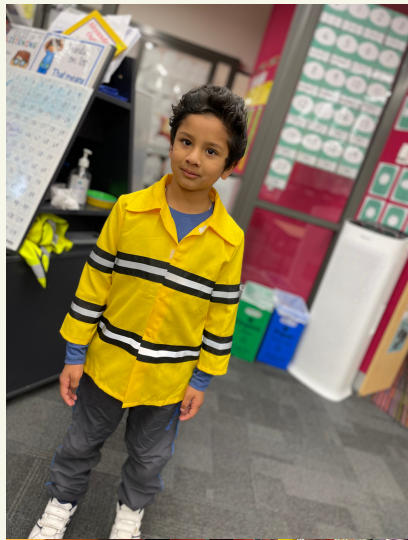


EDUCATION WEEK





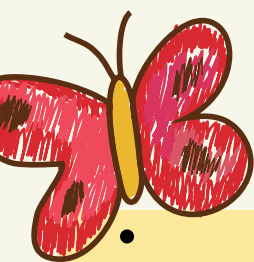
EDUCATION WEEK



SPECIALIST TIMETABLE



Diana 00A	Andrew 00B	Holly 00C	Emma 00D	Megan/Marina 00E
<u>Monday</u> PE SCIENCE <u>Tuesday</u> STEAM <u>Thursday</u> VISUAL ARTS <u>Friday</u> MINDFULNESS	<u>Monday</u> SCIENCE STEAM <u>Tuesday</u> VISUAL ARTS <u>Thursday</u> MINDFULNESS <u>Friday</u> PE	<u>Monday</u> STEAM VISUAL ARTS <u>Tuesday</u> MINDFULNESS <u>Thursday</u> PE <u>Friday</u> SCIENCE	<u>Monday</u> MINDFULNESS PE <u>Tuesday</u> SCIENCE <u>Thursday</u> STEAM <u>Friday</u> VISUAL ARTS	<u>Monday</u> VISUAL ARTS MINDFULNESS <u>Tuesday</u> PE <u>Thursday</u> SCIENCE <u>Friday</u> STEAM



TIPS & 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 WEDNESDAY



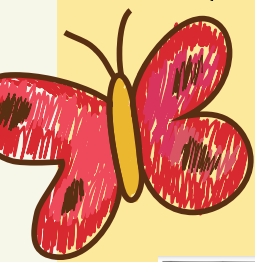
HOME LEARNING



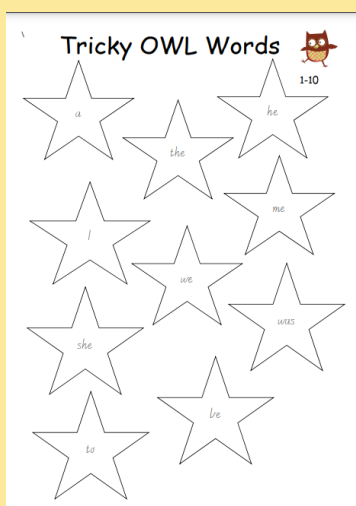
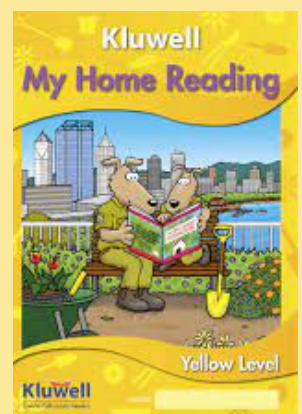
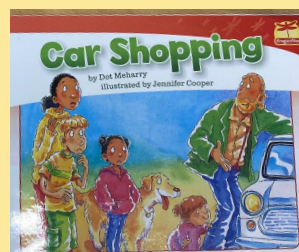
Our learning can be supported at home in all these areas with your support.

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



★ 120 chart ★											
0	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	101	102	103	104	105	106	107	108	109		
110	111	112	113	114	115	116	117	118	119		
120											



IMPORTANT DATES



Thursday 18th May- Kylie Allen Author Visit & Dress up Day

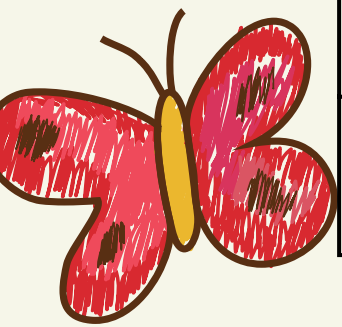
Wednesday 24th May- National Simultaneous Storytime

Tuesday 23rd May- Badge Trade

Monday 12th June- Public Holiday

Tuesday 20th June- Badge Trade
Cultural Dance Incursion

Friday 23rd June- End of term, 2:30pm



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

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

