

KIR RIP B COMMUNITY NEWSLETTER

TERM 4 2023

Dear Kirrip B Families,

Welcome to Term 4!

We are very proud of the way our Kirrip B 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

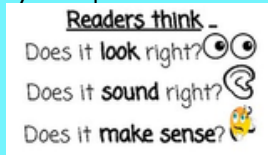
During Reading this term, students work in their literacy groups and are supported in their reading within a small teacher group.

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

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

- Tracking each word as it is read
- stretching and blending words with known sounds, e.g. s-a-t, p-e-n.
- 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?"

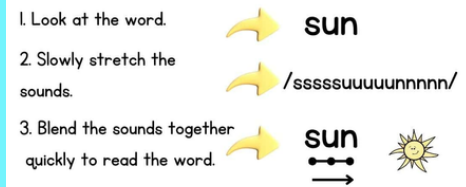


Students will explore a range of comprehension based skills such as:

Making connections between the text and their experiences

Inferring how characters are feeling and simple character traits

Summarising the important parts of a story



This term we will be exploring narrative texts structures to support students to write their own simple narratives in Writing. Students will learn to identify a narratives setting, characters, problem and solution.

Students have now learnt all 43 Jolly Phonics sounds. This term we will focus on revising trickier sounds, such as digraph sounds (two letters that make one sound such as /ai/ /ee/ /oa/). Students will continue to stretch and blend words with these sounds and record words with these sounds.

Students will work independently and in small groups to practice the skills taught in the beginning of each lesson. Students will also practice reading independently using their orange book box.



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. Encourage your child to have a go at sounding out unknown words independently.

Asking your child questions before, during and after reading is a great way to increase their understanding of the book. Some questions may include:

- *What do you think this book will be about? (Looking at the front cover for clues)*
- *What is the character like in the story? (e.g. Are they friendly, caring, mean). How do you know?*
- *What was the problem in the story?*
- *What happened in the story (beginning, middle and end)?*
- *Does reading about ____ remind you of anything in your life?*
- *Did you like the book? What did you like or dislike about it?*
- *What was your favourite part of the story? Why?*



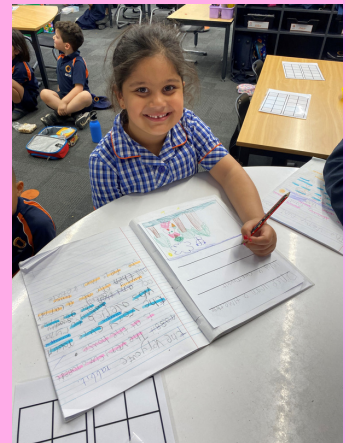
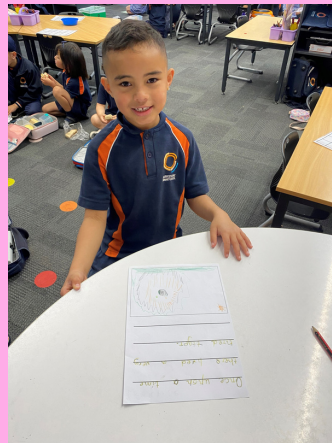
LITERACY - WRITING

This Term in Writing, students will continue to build on key literacy skills through writing a range of genres. They are currently planning and writing their own Narratives and through this have been exploring the features of a Narrative including creating characters, including a setting and exploring a problem and solution to their story. Later in the term, students will be writing non fiction genres including Procedural texts and Information reports.

Throughout all writing sessions, students will continue to work on:

- 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 exposed to Mentor texts, such as The Very Hungry Caterpillar, to help generate ideas and inspire their own stories. They are all very excited to be authors!



Supporting Writing at Home

- 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 your child 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

NUMERACY

This term in Numeracy we will continue exploring the concepts of number. In particular we are building our confidence in identifying one more / one less than a given number. We will use number charts and number lines for support. Students will have many opportunities to practise counting on and counting all to find a total, with a focus on organising materials so that each object is only counted once. We will support our students in understanding that the last number counted is 'how many' there are. Representing numbers in different ways is another priority this term. This includes showing numbers in numerals, words, number sentences, diagrams and models. Students will be able to order numbers in different ways, for example 1, **, three.

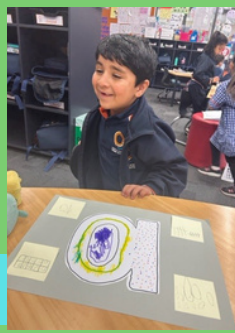
We will continue to provide engaging, hands on and purposeful tasks to explore the learning in Numeracy.

Students will develop their understanding of patterns - in particular copying, creating and extending patterns. Students will look for patterns in their environment and notice how patterns can be made in movements, pictures, colours and numbers.

Later in the term we will explore 2D and 3D shapes where students will identify the features of shapes, name and create shapes using materials such as playdough, matchsticks and geoboards. They will sort shapes according to their features.

Students will continue to identify the days of the week and connect each day to events that take place, e.g On Monday I go swimming.

Students will use appropriate mathematical language to make comparisons to decide which objects are longer / heavier / hold more etc when exploring measurement.



Supporting Numeracy at Home

We encourage you to:

*practise counting goals

* count objects around the home

* look for numbers in books / magazines / newspapers

* identify numbers that are one more / one less than a given number

* order numbers from smallest to biggest (family members ages, birth dates etc)

* set up the table for dinner and add objects together (4 forks and 4 knives makes 8 all together)

* use number lines and number charts to explore numbers

* find patterns in their environment

* compare the length and weight of objects (heavier / lighter)

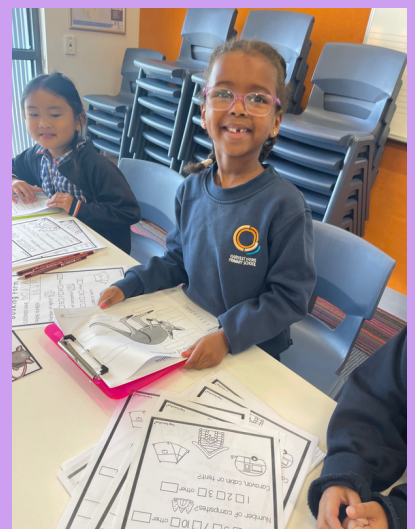
* compare bottles to find out which objects holds more

*use a timetable /calender for family events and activities (time)

•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 camping site, hair salon and dino world. 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 term 4, prep students will continue to explore the Bravehearts program through Personal & Social lessons. The Bravehearts Education Program is a personal safety education program for children ages 5-8. 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.



HOME LEARNING

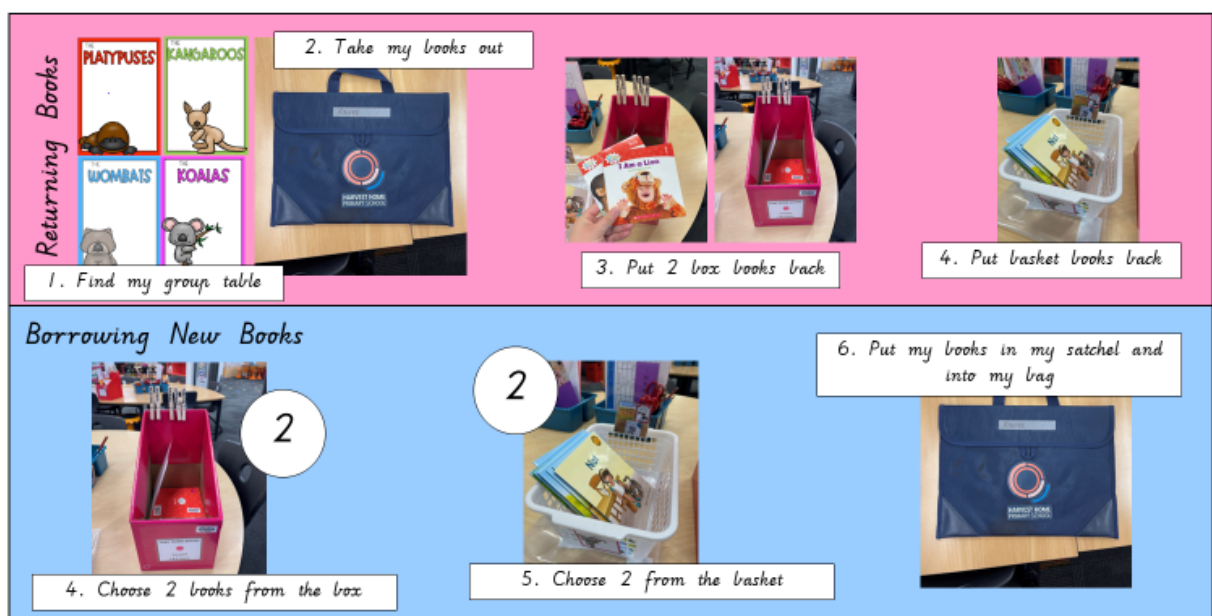


Our learning can be supported by home in all these areas with your support.

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



PEVAN & SARAH EXCURSION



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 1549 badges!



		KAIZEN AWARD	
Awarded to		Date	
For demonstrating			
Awarded by			
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		KAIZEN AWARD	
Awarded to		Date	
For demonstrating			
Awarded by			
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KIR RIP B SPECIALIST TIMETABLE

PREP A DIANA

MONDAY

PE

SPANISH

TUESDAY

MINDFULNESS

THURSDAY

STEAM

FRIDAY

SCIENCE

PREP B ANDREW

MONDAY

SCIENCE

PE

TUESDAY

SPANISH

THURSDAY

MINDFULNESS

FRIDAY

STEAM

PREP C HOLLY

MONDAY

STEAM

SCIENCE

TUESDAY

PE

THURSDAY

SPANISH

FRIDAY

MINDFULNESS

PREP D EMMA

MONDAY

MINDFULNESS

STEAM

TUESDAY

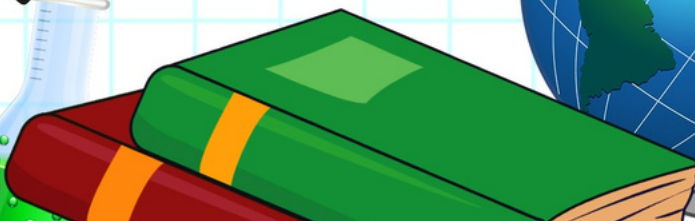
SCIENCE

THURSDAY

PE

FRIDAY

SPANISH



KIR RIP B SPECIALIST TIMETABLE

PREP E MEGAN/MARINA

MONDAY

SPANISH

MINDFULNESS

TUESDAY

STEAM

THURSDAY

SCIENCE

FRIDAY

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
- 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

Friday 20th October - Pevan and Sarah Excursion

Wednesday 1st November- Badge Trade

Monday 6th November- Curriculum Day

Tuesday 7th November- Melbourne Cup Public Holiday

Friday 10th November- Remembrance Day Celebration

Friday 17th November- Curriculum Day

Wednesday 6th December- Badge Trade

Thursday 7th December- Community BBQ 3:30-5:30pm

Tuesday 12th December- HHPS Step Up Day

Wednesday 20th December- Last Day of Term 4, 1pm finish

*Thank
you!*

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

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

Kirripi B