

Term 4 KIR RIP NEWSLETTER



Dear Kirrip Families,

Welcome to Term 4!

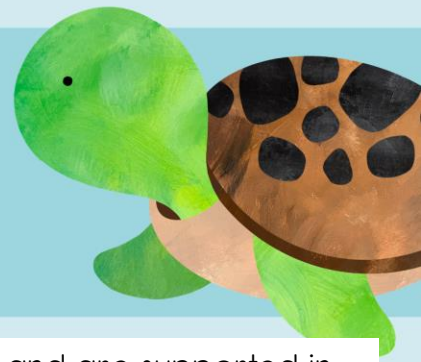
We are so proud of the way our Kirrip students have settled back into their learning this term.

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!



READING



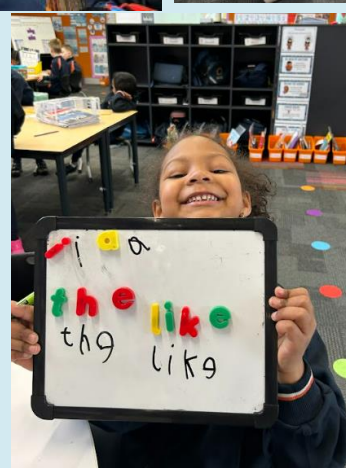
During Reading this term, students work in their literacy groups and are supported in their reading within a small teacher group. This is where one to one support can be given to develop decoding skills and comprehension of a text.

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

- stretching and blending words, with a focus on digraph sounds e.g. sh-ee-p, r-ai-n
- stretching and blending words with split digraphs (e.g. made, bite)

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

- identifying narrative features of a story, e.g. characters, setting, problem and solution
- identifying character traits, e.g. The Big Bad Wolf is mean.
- exploring non-fiction text and their features



WRITING

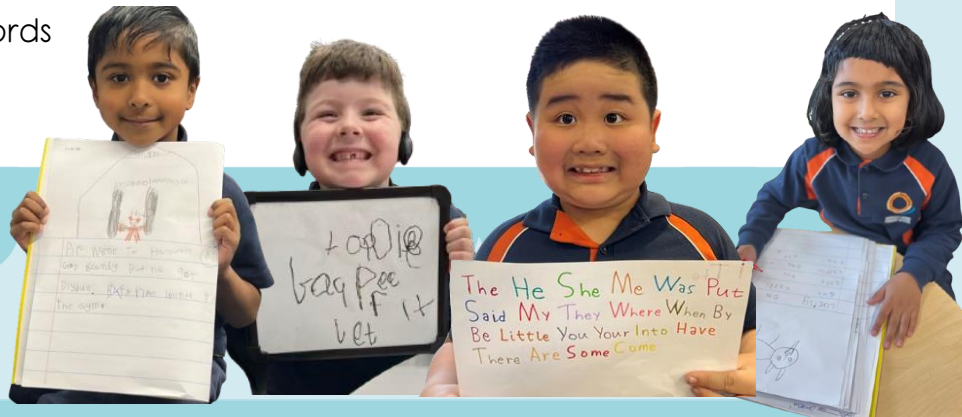


This Term in Writing, students have been exploring the features of a Narrative including creating characters, including a setting and exploring a problem and solution to their story.

Students will be exposed to Mentor texts, such as Alexander's Outing and The Three Billy Goats Gruff to help generate ideas and inspire their own stories. They are all very excited to be authors!

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

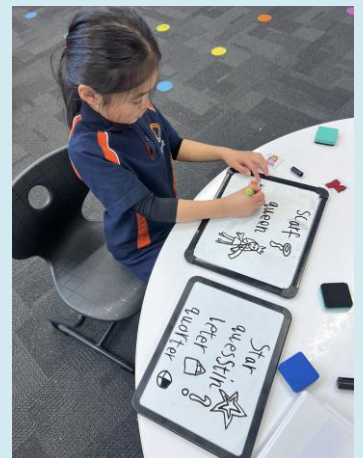
- writing the sounds in words
- writing on the solid line
- using finger spaces



PHONICS

This Term in Phonics students will be revising the phonics single sounds and digraphs, when two letters make one sound, they have learnt throughout the year.

Students will be applying their knowledge of the sounds through both reading and phonics activities and games.



NUMERACY



In Numeracy this term, students will explore a variety of different topics.

Over a number of weeks, students will explore **statistics** by sorting simple data into sets and answering yes/no questions about this data e.g. do you like bananas or apples?

Students will also explore topics, such as:

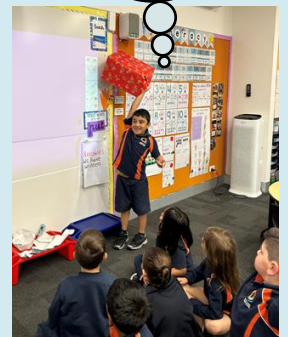
- **Mass** - hefting objects to identify which is heavier or lighter
- **Capacity** - comparing the capacity of familiar objects
- **Location** - using simple language to describe the location of objects
- **Money** - recognising simple, everyday financial situations.

At the end of the term, we will take time to review topics learnt across the year. We will also consolidate our Counting Goals across this term with focus on counting verbally from 0-100 forwards and backwards.

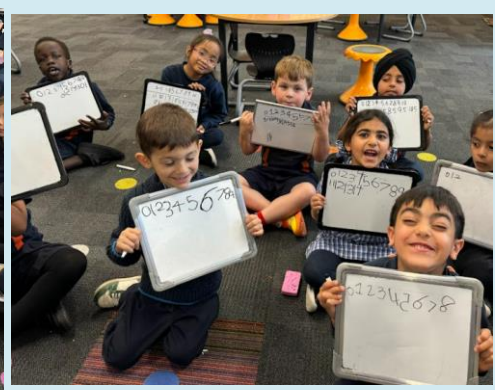
We counted 9 white cars in the school car park! It was the most popular



We used hefting to identify objects that are heavy and light.



"Do you like dogs?"



PERSONAL AND SOCIAL



In term 4, prep students will be 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.

Throughout Module 1, the Bravehearts program will help children to:

- identify who they are and where they fit within their family
- identify and differentiate between 'yes' and 'no' feelings
- identify how 'yes' and 'no' feelings can make them feel
- identify 'yes' and 'no' feeling situations
- know what to do if they have a 'no' feeling
- identify who to talk to if they have a 'no' feeling

Module 2 aims to help students to:

- identify different warning signs
- identify where on their body they might experience these warning signs
- know what to do when they experience warning signs
- identify who to talk to

The 3 rules of personal safety:

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.

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.

To find out more please visit this link:

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



INQUIRY



In Term 4 we are exploring the topic of where our food comes from. Students will have the opportunity to investigate the impact that weather and the seasons have on the growing of fresh produce, along with the opportunity to explore the plants and animals that can provide food or materials for clothing and shelter, and the different needs those plants and animals have. Students will also explore the different products that can be designed and produced from plants and animals, for example food products, paper and wood products, fabrics and yarns.

PEVAN AND SARAH



We had so much fun at our first excursion!



SPECIALIST TIMETABLE



00A Stephanie / Emily	00B Andrew	00C Emma	00D Marina / Emily	00E Jasmine	00F Holly
Monday Steam	Monday Visual Arts	Monday Science	Monday Science	Monday PE	Monday Visual Arts
Wednesday PE Visual Arts	Wednesday Science Steam	Wednesday Mindfulness PE	Wednesday Steam Mindfulness	Wednesday Mindfulness Visual Arts	Wednesday Steam Science
Thursday Mindfulness	Thursday PE	Thursday Visual Arts	Thursday PE	Thursday Steam	Thursday Mindfulness
Friday Science	Friday Mindfulness	Friday Steam	Friday Visual Arts	Friday Science	Friday Steam

IMPORTANT Dates



Monday 11th November
Remembrance Day

Friday 22nd November
Prep – 2 Together on Friday

Thursday 5th December
Proactivity Event
Community BBQ

Tuesday 10th December
Statewide Orientation Day

Tuesday 17th December
Academic Reports Posted

Friday 20th December
Last Day
1pm finish

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 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
- Talk with your child about 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**

HOME LEARNING



Home Learning is continuing in Term 4 and students are required to bring their reading satchel every Wednesday to swap their books. The home learning folder is a guide to help you support your child with their learning in the classroom and at home.

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
- Practice their counting goal

PREP BREAKFAST

