

Welcome to Foundation at Edithvale Primary School!



We are very proud of how the students have settled in and are excited about the year ahead! Below you will find information on the key dates and the overview of the structure for Term 1. Our team for 2021 are Jess Iaconese, Sienna von Menge, Belinda Ahern, Rachael Clements and Kerrie Evans as the classroom teachers and Sylvie Snow, Claire Harden, Ash Whitnell, Ash McCarthy and Verona Keogh as our specialist teachers for this term.

We are excited to be able to work with such creative students and aim to provide a stimulating and engaging learning program that is challenging and supportive. We value parent involvement and a positive approach to learning. Being in Foundation will be a very exciting and busy time for your child. Our aim is to consolidate and extend your child's understandings in the areas of Literacy, Numeracy, and Physical and Personal development.

Each teacher has high expectations of ourselves and our students and will expect your child to try their hardest at all times. We expect the children to try their best, take risks with their learning, ask questions of their teachers and peers, talk to each other in a friendly way and participate in all activities. Edithvale Primary School prides itself on building strong relationships with our parent community. We therefore encourage you to approach us if you have any queries, questions, insights or observations on how we can help your child.

Progress reports

In 2021 we will be publishing Semester/Progress Reports as we aim to provide feedback to our students and families on the learning and teaching that happens here at Edithvale Primary.

Each Semester there will be a progress report and an end of Semester report. The end of Semester reports will include details about students' achievements measured against the Victorian Curriculum. The first progress report will be available to parents via COMPASS at the end of week 8 on March 26th.

The information contained in each report will provide a quick snapshot of your child's progress in the areas that have been taught over an 8-10 week period. Each year level will have different foci and as such, the reports will contain some differences from year level to year level.

Key dates

February 3rd	Foundation testing begins from week 2-5
February 12th	Welcome BBQ 3:30pm
February 22nd	School photos 9:15am
March 1st (Week 6)	Foundation students commence full-time
Week 6	PMP begins (information to follow)
March 5th	Curriculum Day (students not at school)
March 8th	Labour Day Public Holiday

April 1st

Last day of Term. Assembly at 2pm. Finish at 2:30pm

PMP

Perceptual Motor Program (PMP) is a sequential development program that aims to develop children's perceptions and understandings of themselves and the world around them. Activities may include dancing, movement and play based learning. This program starts in week 6 of Term 1. There will be more information to follow.

Literacy Focus

Reading

This Term we will be focusing on learning letter names (graphemes) and sounds (phonemes) of the alphabet. Students will be provided with activities in class, on Seesaw and in their take home reader to assist with consolidating their Phonemic Awareness skills. Students will also enjoy exploring books and learning different ways to read a story through picture walkthroughs and retelling the story after someone has read it to you. Once Foundation assessments have been completed, students will begin to take home readers. These readers will be decodable texts that will allow students to apply and practice decoding skills learnt in the classroom.

Here are some handy tips and ways you can help your child develop comprehension skills at home.

- Can you tell me what happened after...?
- Can you explain why...happened?
- What do you think could have happened next?
- What question would you ask if you met that character?
- Why did...happen in the story?
- Can you show me the page or picture when...?
- What did you think when...?
- How would you feel if...?
- What would happen if...?
- How would you change the ending?

Spelling

At our school, Phonics and Phonemic Awareness is a major focus. Students in each classroom across the school, will focus on phonics and will spend the first 20 minutes of each day practicing sounds of the Alphabet code through the use of Orton and Gillingham sound cards. This Term, our focus graphemes (letters) are: **S, A, T, P, I, N**. Students will complete a range of activities both at school and at home to assist in recognising these graphemes (name) and the phonemes (sound) it makes.

Writing

Learning to write begins with scribbling and drawing. The next step is to encourage your child to write letter-like shapes and they are ready, moving onto the alphabet, both uppercase and lowercase letters. If your child cannot write yet, you can write for them. Here are a few general tips to assist in writing at home.

- encourage your child to practice writing their name using lower and uppercase letters correctly.
- provide a writing space for your child, with a variety of pens, pencils, paper, even a notebook
- encourage your child to draw a picture to visually represent their ideas
- always acknowledge and encourage 'scribble' as writing, it is the first steps in writing words
- collect pictures from magazines and brochures that interest your child and encourage them to copy letters and words they recognise.

Mathematics

All teachers at Edithvale Primary follow the 'Booker' Sequence for teaching Maths. This developmental sequence is used for teaching all place value/number skills and four processes: addition, subtraction, multiplication and division. The purpose is to help students have a strong understanding of number concepts. The following Place Value/number topics will be covered this term:

- recognising, making and ordering numbers 1-10. The students will be using a number line to work

out which number is one more or one less than a number

- identifying number amounts by looking at dots on cards, how they are set out and how we count them. This is called 'Subitising'
- using different materials to measure the length of objects and record their measurements.
- learning the properties of simple 2D shapes and looking for them in our environment.

Here are some handy tips and ways you can help your child develop numeracy skills at home:

- play matching number games like 'Snap' with playing cards
- order the numbers on the cards from smallest to largest or largest to smallest
- explore informal ways of measuring, such as using a cup, jug, teaspoon, icy pole sticks, footprints or hand lengths.

Ask investigating questions such as:

- what shapes can you see?
- how could we measure the...?
- how will we find one half?
- what is the best way to share the...?
- how do I get from ... to ...?
- what do we do on (insert) day...?

Essential Assessment - Sunset Maths

Essential Assessment is an online platform that can be used by students to assist them to continue to develop from their current understanding in relation to the Maths curriculum. Later this term, students will receive a login for 'My Numeracy' and 'Sunset Maths' along with instructions on how to access the platform. Sunset Maths will be replacing the previously used Mangahigh program. Login details will be sent home shortly.

Digital Technologies

- learning a variety of skills on the iPad such as turning it on and off and finding and using apps
- using the school iPads for coding and to practice a variety of English and Maths knowledge and skills
- completing Essential Assessment tasks to consolidate Maths concepts learnt in class.

Wellbeing

The wellbeing of our students is really important as we seek to have happy, healthy and active kids at EPS. This year throughout the school we will have a dedicated Wellbeing time each afternoon with teachers using a variety of resources to support the mental, physical, social and emotional wellbeing of our students. We will employ a range of strategies including circle time and restorative practice discussions in addition to our key programs which include:

- The Resilience Project focusing on gratitude, empathy, mindfulness (G.E.M) and ways to practice these in everyday life with emotional literacy included to promote positive mental health
- Resilience, Rights and Respectful Relationships to develop social, emotional and positive relationship skills
- The Zones of Regulation guiding students in becoming more aware of and independent in controlling their impulses, sensory needs and improving their conflict resolution skills.

A student's wellbeing affects every aspect of their time at school and as such teachers will be responsive to the needs and issues affecting their individual classes when deciding on which wellbeing activities to employ each day.

Below are some links to wellbeing resources you may like to explore at home:

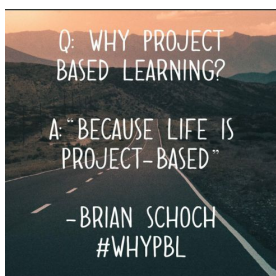
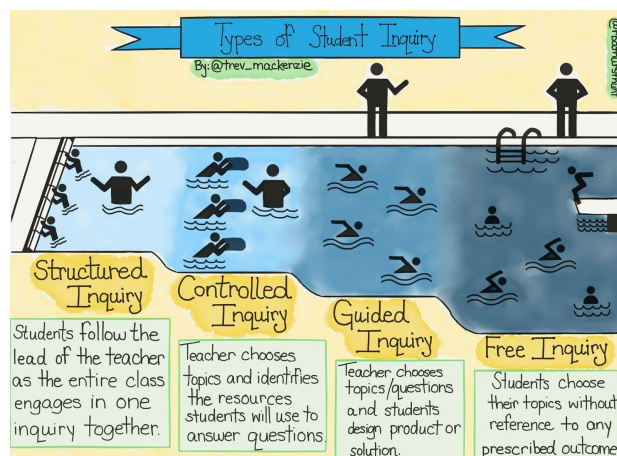
<https://theresilienceproject.com.au/>

<https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

Project Based Inquiry Learning (PBIL)

What is PBIL?

Project Based Inquiry Learning is our Whole-School approach to exploring key ideas across the Victorian Curriculum in a different and engaging way. Each project is authentic and has a real world-context where students are collaborating, creating, researching and designing in order to answer their **big question** posed at the beginning of their unit. A key feature of this approach to learning is that it is driven by student voice and choice in the way that they design a product, how they work and how they use their time. How this looks differs as students' progress through the year levels. Each unit of inquiry culminates in a public product where students are able to showcase their learning to those beyond the classroom.



Why PBIL you might ask?

"Project-based learning experiences give students opportunities that they would never have in school otherwise." (Juliani, 2018)

Foundation PBIL in Term 1

Our first Inquiry will be focusing on the students' personal interests, hobbies, characteristics and feelings. Our big question for this term is "**How does my background make me unique?**" We will then talk about our families and recognise that all families are different and have special traditions and

ways of celebrating events and spending time together.

Home Learning

Later in the term, practice sheets will begin to come home for students to practice letters of the alphabet. They will also be given a reader inside their book bag to help practise reading strategies.

Seesaw

Seesaw is a great tool for the students to use to revise concepts taught in the classroom. Teachers will be posting assigned work, announcements and photos of students' work on this platform. If your child has lost their Seesaw login please let your class teacher know.

Specialist Timetables

Foundation students will have specialist classes on **Mondays** and **Thursdays**. They will participate in Art, French, Science and Sport. You may like to dress your child in runners and shorts on these days.

PE - Physical Education

Foundation students will participate in a weekly 50 minute Physical Education lesson where they will participate in a range of warm ups, vigorous games, relays and group activities that promote health-related fitness. This term students will develop their fundamental movement skills and learn the correct techniques for running, hopping, jumping, skipping, catching and throwing.

Art

The Visual Arts program aims to provide for and nurture student learning through a variety of sequential activities that develop fine motor skills, and link to learning in the classroom where possible. In foundation students begin to experiment with art elements, materials and techniques. Students are encouraged to respond and reflect on their own artwork and the artwork of others.

French

The French program will deliver an introduction to the French language and culture. French is used in classroom interactions, routines and activities, supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development.

Science

This year classes across the whole school will enjoy a 50 minute specialised Science lesson each week. These sessions will take place in the newly constructed science room and be an exciting addition to the learning done at our school. The 4 key domains of science; Physical, Chemical, Biological and Earth and Space will be covered throughout the year and provide students with classroom learning that assists them in understanding their world around them. This term students will enjoy a unit of work on Physical Sciences where they will develop understanding through a variety of hands on experiences and collaborative opportunities. The key learning for students this term will be around different forces and the ways in which energy can be produced. We are looking forward to working with you and your child this year :-)

Your Foundation team: Jess, Sienna, Belinda, Rach and Kerrie