

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 2022 are Belinda Ahern, Sienna von Menge, Rachael Clements and Verona Keogh as the classroom teachers and Sylvie Snow, Claire Harden, Brad Winters and Ash McCarthy 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 2022 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 2nd	Foundation testing begins from week 1-4
February 21st	School photos 9:15am
February 28th (Week 5)	Foundation students commence full-time
March 11th	Curriculum Day (students not at school)
March 14th	Labour Day Public Holiday
March 29th	Last day of Term. Assembly at 2pm. Finish at 2:30pm

Literacy

Review 10 minutes	Revisit of letter/sounds learnt in previous lessons using Orton Gillingham Drill Cards. A (name) acorn, a (a) apple, a (o) wash Morphology drill cards: e/es/ ed ing pre
Heggerty	The Heggerty Phonemic Awareness Curriculum is a systematic 35 week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. The focus skills are: Rhyming, Onset fluency, blending, isolating sounds, segmenting, adding, deleting and substituting phonemes (sounds)
Phonics or Morphology 20 minutes	Phonics-Explicit spelling/sound lesson- this will include using Dandelion Decodable readers to explore sounds, as well as practising decoding strategies when reading these stories. Morphology-Students will continue to learn Morphology Awareness as they investigate prefix/root/suffix's found in words, and will be introduced to a 'Lexicon' morphology dictionary. The Lexicon will showcase morphemes (smallest unit of sound in a word) and meaning. Prefix 're' means to repeat or do again Root word 'vid' means to see Suffix 'ing' present tense- added to verbs
Reading Fluency 10 minutes	Students will practise pace and expression in reading. Fluency tasks will include graphemes (letters), word lists, sentences, paragraphs and or short stories. Fluency lists/passages are practised throughout the week and students have the opportunity to share reading with each other.

 Let's Understand the Lingo....

<p>Phoneme</p> <p>The smallest unit of sound in a word The word cat has 3 phonemes /k/ /a/ /t/</p>  	<p>Grapheme</p> <p>The letter/s that represent the sounds</p> 
<p>Digraph</p> <p>2 letters representing one sound</p> 	<p>Trigraph</p> <p>3 letters representing one sound</p> 
<p>Blending</p> <p>To combine the letter sounds from left to right to read a word</p> 	<p>Segmenting</p> <p>To break a spoken word like 'shop' into individual sounds /sh/ /o/ /p/</p> 

Reading:

Students will be learning strategies to assist with knowledge and skills for reading. Strategies will include word level reading skills, fluency, oral and written language, background knowledge and vocabulary. Students will be learning how to actively and closely read for meaning and make connections during reading, use effective strategies (e.g., summarizing, questioning). They will practise how to rescue themselves (re-reading, reading ahead a little and asking for help). Students will think about what they take away from the text immediately and afterward, and what they can do with that information (e.g., writing, discussion, analysis, application to other texts).

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 50 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

Students will establish the foundations of writing, which will begin with initial sounds, leading to words, sentence fragments, and formal sentence structure. Students will investigate types of sentences and will be learning to extend their ideas by using conjunctions. Students will practise using correct punctuation when writing, and complete formal handwriting tasks.

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.

My Numeracy™ & My Literacy®

Students are able to complete their My Numeracy™ and My Literacy® activities which have been set up based upon the concepts that have been misunderstood in their pre-assessment and they are available for use within each sub-strand. The message board will assist the student to determine which activities need to be completed by which date.



The icons show 'MY NUMERACY' with a play button, a grid of various icons, 'MY LITERACY' with a play button, and a message board with four stars.

Sunset Maths

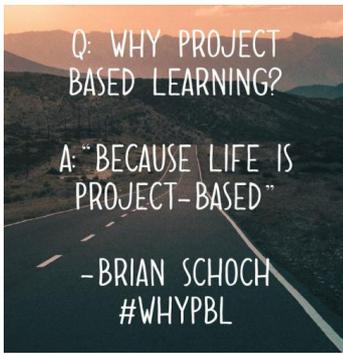
Sunset Maths is an application aimed at developing the student's mental maths skills. This is available through the games icon and sets up based upon the student's pre-assessment results. The student will work through curriculum aligned content to develop their knowledge in each operator in alignment with their learning.



The icons show a game controller icon and the 'SUNSET MATHS' logo with a sunset background.

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/>

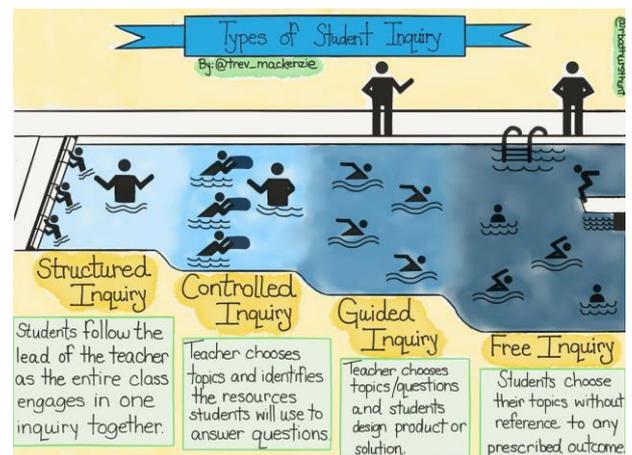
<https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

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.



This term we have focused on the big question: "How does my background make me unique?".

After unpacking the question and learning what the words 'background' and 'unique' mean, we have explored what is the same and different about each other and our families. We are understanding that everyone has different family members, favourite activities and foods, and cultures. By making family trees and drawing self-portraits we have reflected and compared our similarities and differences.

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 helps build a great communication chain between parents, students and teachers about the students' learning. It provides the students with a safe place to share their achievements, how they are feeling about their learning, for consolidating areas of need and to show what they are doing in the classroom. We will be using this platform to post student work, reflections, videos etc. each week.

Specialist Timetables

Foundation students will have specialist classes on **Mondays, Tuesdays, 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 are participating in a weekly 50 minute Physical Education lesson where they are involved in a range of warm-ups, games, relays and group activities that promote health-related fitness. This term students will learn and develop 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. In term 1 students will be working on self portraits, they will be learning how to use and manipulate many different art materials. 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

The Science program provides students with hands-on science experiences where they can construct their own scientific understandings. This term, students will be working within Chemical Sciences to explore mixtures. In particular, students will use their 5 senses to investigate how food can be mixed to form different products, for example, mug cakes, rocky road and rice bubbles. They will implement science inquiry skills such as; questioning and predicting, planning and conducting experiments as well as communicating their ideas.

Your Foundation team: Belinda, Sienna, Rach and Verona