



WELCOME TO TERM TWO IN FOUNDATION



We are very proud of how the students have settled into Term 2 and how well they are able to follow the expectations and school routines. We encourage you to continue to form strong partnerships with us through continued communication. If you ever have any questions, please come and see us so that we can maximise the learning opportunities for your child.

Below is an overview of our structures and programs that aims to help inform you of what we teach and how we teach. If you'd like to find out more about any of these programs, please pop in for a chat.

Reading

- Continuing to learn and recognise graphemes (letters) and phonemes (sounds) of the alphabet through classroom activities, Seesaw tasks and explicit morning phonics sessions
- Learning to segment and blend 3 letter words and recognise irregular words such as the, to, do, of, into, was, are, said, you
- Continuing to enjoy reading and listening to a range of different texts.
- Learning to answer questions and retell a story after someone has read it to you.

Students will continue to bring home a decodable reader that will allow them to practise their phonemic awareness skills. These readers will provide a great insight into seeing the progress your child is making with their ability to decode, read and discuss stories. To consolidate their understanding of the story and ability to blend sounds together, we encourage your child to keep the same reader for the week. Students will also attend one library session a week to borrow a book to enjoy with their family.

Questions to facilitate Reading comprehension: Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that? What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.), Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?

Writing

- Practising writing the letters of the alphabet and those in our name and some common words that use the sounds we know
- Students will start to write their own sentences by recording the sounds we hear when we say the words aloud.
- We will begin to write 3 letter words by sounding out and writing the letters we hear in the initial, medial and final position

Mathematics

In **Number and Algebra**, the students will be consolidating their understanding of numbers 1-10. Students will:

- Use a number line to work out which number is one more or one less than a number such as: 7 is one more than 6
- Explore ordinal numbers 1st to 10th
- Investigate 2 digit numbers and the place value of tens and ones
- Make simple patterns and can continue them.

In our **Measurement and Geometry** unit, students will:

- Learn the days of week and the order they come in, such as it was Tuesday, yesterday, today is Wednesday and tomorrow will be Thursday.
- Use different materials to measure the length of objects and record their measurements.

Ask questions that encourage your child to:

- use math language, including the names of shapes, days of the week, ordinal numbers and naming numbers.
- explain his or her thinking; "Tell me how you know that" or "How did you get that?";
- sequence and plan; "What are you going to do first?";
- count; "How many buttons are on your shirt?";
- compare; "Which leaf is biggest?";
- use logical thinking; "There are four kids coming to the party. How many treats do we need?";
- describe the world; "What shape is the moon?".

Digital technologies

- **Essential Assessment** logins were sent out in the last week of Term 1 to enable students to access these programs at home. Essential Assessment is a terrific online program that can be used by students to assist them to continue to develop from their current understanding and have fun along the way with interactive and exciting Maths games and activities!

- **Seesaw** will continue to be used to create a portfolio of student reflections throughout the term and for home learning activities. Extra support or extension activities will also be sent for those students who we think would benefit from it. We look forward to using this space as a great way to share your child's successes throughout the year and give you, the parent, some extra insight on how we teach certain skills, so you can best assist your child if needed.
- **Mangahigh** Logins will be sent out very soon for access to this resource at home. Mangahigh is a maths games based learning program. It encourages students to practice maths at home and to extend their learning.

Wellbeing

This term we will be continuing to work on activities from The Resilience Project and Respectful Relationships programs. We have incorporated 'The Zones of Regulation' into our whole Wellbeing Program and we utilize the language of the zones into our daily routines. These are the blue, green, yellow and red zones which help describe how the students are feeling and acting.

Our Wellbeing focus this term is 'Friendship.' We will be focusing on what makes a good friend and how to be a good friend. We will also focus on some problem solving strategies that the students can use. Ask your child questions such as - 'How were you being a good friend today?' or " Who was a good friend to you today?"

Project Based Inquiry (PBIL)

Our Inquiry topic 'People and places in our community' has started. Our big question is 'How do people in our community help us?' Each week we will be learning about different people in our community such as police officers, firefighters, teachers, nurses, doctors, builders and many many more! Students will be creating a map that shows where their community helpers are located. This map will need to include 5 examples displaying people/places who help us. e.g. police station, doctors, school, fire station etc. We will be meeting and showcasing our ideas with our buddies at the end of our unit. Some questions you may want to ask your child about the unit may include: *Who are the people that help me in my community? What ways do people help me in my community? When do I need help from people in my community? Where do I live? Why is it important to know about people who help me in my community?*

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 Earth and Space Science to explore the observable changes in the night sky such as the different phases of the Moon. Students will create representations of their learning in the form of scientifically labelled artworks that feature the phases of the Moon. Students will explore Science inquiry skills such as; questioning, analysing and communicating.

Physical Education

The Physical Education curriculum provides opportunities for students to learn through movement. Students develop and practise their fundamental movement skills through active play and structured movement activities. This term students will learn and develop the correct techniques for catching, overarm throw, jump rope and two-handed strike.

French

The French program will aim to develop students' oral skills using basic vocabulary involving everyday common phrases. French relies heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. We practice this through greetings, songs and other simple routines that allow them to count from 0 to 10. There is a focus on French pronunciation, approximating vowel sounds and consonant combinations with some accuracy.

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 2 students will learn about the artworks of Vincent Van Gogh, they will be learning about the elements of a landscape. Students will also experiment with creating 3-dimensional artwork.

Key dates

- Mothers Day Experience - 6th May (week 2)
- Education Week 24-28th May (week 6)
- Queens birthday Public Holiday - June 14th (week 9)
- Foundation Assembly- Friday June 17th (week 8)
- Community helpers day - Friday June 17th (week 8)
- Parent Teacher Interviews - Junior school Weds 22nd & Senior school Thurs 23rd (week 9)
- Last Day of Term - Thursday 23rd June 3.30pm finish

We are looking forward to working with you and your child this term!

Your Foundation team: Belinda, Sienna, Rach & Verona