



**Our Vision:** To build an inclusive community where our children

## Term 3, 2023 Foundation Newsletter

### Foundation Team

0A

Alex Whittle

0B

Kate Clark

0C

Carmen Leal

### Support

Kayla Stacey on  
Mondays.

Trudy Gau supporting  
Numeracy during the  
week.

Wendy Arkey  
supporting Literacy  
during the week.

## Welcome to Term 3

Wow! What a busy and amazing start we have had for the first half of the year. The Foundation students were incredibly excited to be back at school and ready to continue their learning. There was a buzz all around! We reflected on the term that was, and all students especially loved the 3-way conferences, being able to celebrate and showcase their learning with their families. Students have goals that they are ready to work towards in Term 3 which will help their continued growth and their next steps in their learning!

A reminder that classroom doors open at 8:50am and students should be ready in their line ready to come inside when a teacher collects them. Students should be coming in independently and unpacking their own bags as it is now Term 3. Please do not enter the classroom before then as teachers are preparing the tasks ready for a fun day of learning.

## Walker Learning Approach - Investigations

Investigations is always a favourite for SEPS students. It's a rich student directed opportunity that delivers outstanding excitement around learning. Investigations learning occurs three times a week in Foundation. This term it will take place on a Tuesday, Wednesday, and Friday. We have a range of Investigations areas that students will continue to access as we move through the term.

Student interests and current learning intentions from across our week are used as provocations in all areas, including Literacy, Reading and Writing, Numeracy, Sensory, Tinkering, Construction, Collage and Dramatic Play areas. All areas continue to evolve as the term progresses.



### Term 3 dates 2023

July 28<sup>th</sup> – 100 Days of School  
Celebration and Hunger Busters  
(0A)

July 31<sup>st</sup> Curriculum Day – No  
students at school

August 7<sup>th</sup> – 18<sup>th</sup> Foundation  
Swimming (except Thursdays)

August 18<sup>th</sup> – 0B Hunger Busters

August 21<sup>st</sup> – 25<sup>th</sup> CBCA Book  
Week

August 24<sup>th</sup> - Film Production  
Day Filming Performing Arts

August 25<sup>th</sup> – 0C Hunger Busters

August 28<sup>th</sup> – Incursion Drama  
Toolbox

August 29<sup>th</sup> – Father's Day Stall

August 30<sup>th</sup> – PP Day Student  
Free Day

August 31<sup>st</sup> – Father's Day  
Breakfast

September 7<sup>th</sup> – Family and  
Friends viewing of Production  
Filmed

September 13<sup>th</sup> Mind Masters  
online presentation "Resilience"  
at SEPS

September 15<sup>th</sup> – Last day of  
term 3 – 2.30 dismissal

## Literacy – Reading, Writing and Speaking and Listening

This term in Literacy the Foundation students will continue to work on their skills of; oral language, phonemic awareness, phonics, vocabulary and comprehension. This is supported through our daily program and resources that explicitly touches on the five essential components of literacy.

We are explicitly teaching students their phonics and phonemic awareness skills. **The Orton-Gillingham Approach** is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling. A sound pack is essential for students and occurs everyday with them saying the letter name and they are beginning to learn spelling rules for certain letters.

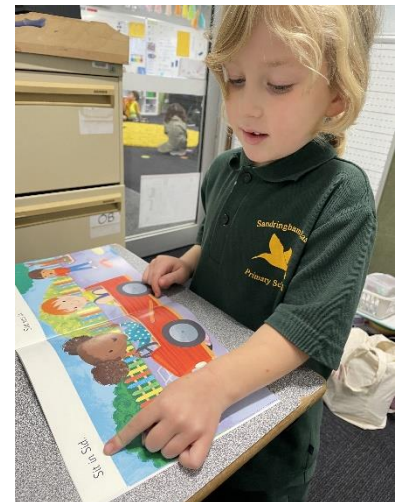
**Heggerty's drills** occur verbally at beginning of literacy sessions. These are phonological awareness drills that cover consonants, short vowels, digraphs, blends, syllables and rhyme patterns. It gives students the ability to use their phonemic awareness skills to manipulate sounds and create word, such as isolating sounds in words and substituting new sounds instead of the original one. For instance, say the word 'hat', now change the 'h' to 'm', what is your new word? 'Mat'. Manipulating sounds orally helps students to build upon their skills.

**Decodable books** are essential when teaching phonics. This is as the sequence students learn the sounds in are linked to the decodable books they take home for reading. This helps to foster success in their reading and sparks a thirst for knowledge. They build upon their sound knowledge and start learning digraphs and spelling rules and are then able to apply them in their writing too. This synthetic multisensory approach enables all learners to be catered for with success for all.

Students will continue to be involved in small teacher-led reading groups, which focus on letter-sound relationships, decoding, comprehension, predictions, and personal connection. Their reading will be supported by our **new decodable books**. Within reading groups, students will practise the skills learnt through explicit teaching in the literacy lesson while also working on their individual needs using at level texts and personal goals. On top of this, our students are spoilt for choice in our classroom library, filled with nonfiction and fiction text for their practise, fluency and most importantly enjoyment.

During writing sessions children will communicate their personal experiences pictorially and in writing. They are still becoming familiar with the 5Ws (Who, What, When, Where and Why) to support the development of their ideas before writing. They will also be drawing on their knowledge of the Golden and Blue words to begin to write simple descriptive sentences. Sentence stems will be used to help gain familiarity when writing.

Non-fiction books will be explored with students learning to create Information Texts. We will explore literature to gain knowledge about animals, learning about what a fact is. We will then learn to write about what animals look like, eat, live and any other interesting facts. Plants will also be explored when looking at non-fiction texts. Students will be scaffolded through this process of writing about animals and/or plants of their choice, giving student agency, to create their own Information Texts.



### Reading and writing high frequency words

Children will continue to practise the M100W ('Magic 100 Words' = 100 most common English words. (Golden words, Blue, Red words, etc). These words are found in the texts the children read and are also recorded in the texts they write. **It is important that children not only recognise the M100W but also write/spell them correctly.**

Individuals will be introduced to the next colour level as they become proficient at reading and writing their current colour focus. All children develop at different rates and therefore it is acceptable to stay on one level for some time, learning one or two words at a time. As children progress through the coloured words it is important that they go back and practise previous word lists. Once they become fluent at reading the words (not just on the coloured sheet, but more importantly when they come across these words in the books they read), they can also learn to spell and write the words. They might also continue on their current list for a little extra time to ensure their reading of the words has been consolidated to become fluent/automatic.

### New Take Home Books

New books this term have been purchased to take home. Teachers will be **strictly monitoring the process of changing books**. This is because they need to be well looked after by every student. If a book does not return, the student will not get a new one until it does. We are so excited to be using these books as they are decodable and assist students in their reading ability. In the books there are guiding questions to ask your child.

We appreciate the time spent sharing take home books. The children love showing us what they can read. Remember to keep the sessions short, informal and fun, with lots of praise and assistance where needed. Children are now recognising common words and sounds in words and also some can capably read text appropriate to their level of understanding. Reading strategies are continually introduced and practised based on children's readiness and understanding. **Books read at home should be recorded in your child's diary.** Furthermore, questioning students at the completion of the book helps to gauge their understanding and comprehension level.

A reminder that take home books are an opportunity to practise learnt reading skills, and for your child to gain confidence and feel positive about themselves as a reader. **As such, the books should be at an easier level for them to read**, either by themselves or with some support from an adult. If they bring home a book that is too difficult, you are welcome to read it to your child and they might be able to pick up individual words, sounds or read based on the text patterns and pictures. If your child is routinely bringing home books that are too difficult, please let us know as they may be taking books from an incorrect box, or students may have been returning books to the incorrect box. Children read appropriately-levelled, challenging texts within the class, supported by their teachers, however if your child is a keen reader and enjoys additional challenges at home too, they might read their library book or other favourite books at home with your support. Remember, though, that children should not merely be able to 'read' the book—insofar as they can say all of the words on the page—but should be able to *comprehend* the text at a deep level, as well as read it with smooth *fluency* and developing expression, hence why we have your child choosing books from a purposefully selected collection, to enable them to be successful, proud readers at home.

If your child accidentally doesn't bring a book home you have access to **Wushka online** where teachers have set books for them to read. There are also little quizzes at the end of each book to check for comprehension.



## Numeracy – Number, Measurement, Geometry, Statistics and Probability

**During our Numeracy learning in Term 3 students will be exploring:**

- Representing and solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.
- Recognising, modelling, and representing as well as ordering numbers to at least a 20.
- Counting collections to 20 by partitioning numbers using place value.
- Recognising, modelling, reading, writing, and ordering numbers to at least 20 and to be able to locate these numbers on a number line.



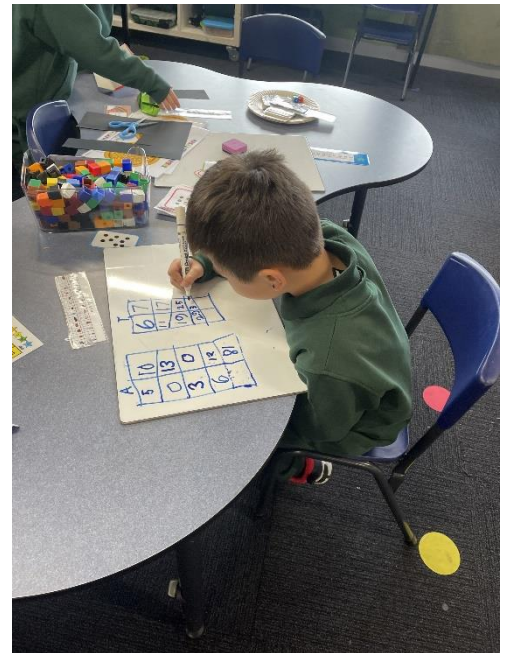
**During our non-number learning students will:**

- Data collection and representation using questioning, tally marks and graphs.
- Explore 2D and 3D shapes.
- Capacity and Mass of objects
- Explore 2D and 3D shapes.

**What you can do at home to support your child's mathematical learning:**

***Some suggestions to support your child at home with the development of concepts and skills:***

- Counting objects in the home using one to one correspondence, e.g., cutlery for the dinner table, pencils in the pencil tin, playing cards. Counting on and back from a given number by 1s. Try counting on from 0 by 2s and 10s.
- When travelling by car or walking around the local neighbourhood, play games that help children recognise number, e.g., 'Who can spot the number 7? Or an odd number, a number bigger than 20, a number between 2 and 6?' Choose appropriate numbers for your child's understanding.
- Use *Mathletics* at home (log in details in diary).
- Referring to a calendar, crossing off each day as it occurs, writing in birthdays and special events, talking about the days of the week and months of the year. Discuss and sequence parts of a day and what happens at each stage e.g. morning, afternoon, evening, bedtime.
- Measuring objects using different uniform objects e.g., pencils, icy pole sticks. Measure the height of family members.
- Playing games! Concentration, Fish, Snap, card games, dice games... the list goes on.



## Timetable

Please see the below table for our specialist sessions:

	Tuesday	Thursday
<b>0A Miss Whittle</b>	Art & Performing Arts	P.E & Science
<b>0B Miss Clark</b>	Art	Performing Arts, P.E & Science
<b>0C Mrs Leal</b>	P.E & Performing Arts	Science & Art

*\*The library is being renovated so borrowing will stop sometime in Term 3 from the school library. We will establish our own classroom library for a borrowing session and will notify you via compass when this occurs.*

### **Food and Eating times**

Remember Nude food – no wrappers in lunch boxes, or take rubbish home please.

10am Snack time – fruit that is easy to eat while still working.

10.40 Recess – students have snack and eat it.

12.40 First lunch – Foundation start 10 minutes earlier so they have enough time to eat. Before going out to play students show teacher their lunch box.

2.10 Second lunch – time to finish up what's left in lunch box.

### **School diaries**

School diaries are a key form of communication with your child's teacher. Your child's teacher checks all diaries that are handed in and signs them every day. If you could please record your child's reading in their diary each day, that would be greatly appreciated. If you would like to discuss in more detail any wonderings or concerns that you might have regarding your child, you are more than welcome to pop a note in the diary requesting a meeting and teachers will arrange a suitable time.

## Assessment and Reporting

### **Term 3 Learning tasks is focused on Writing**

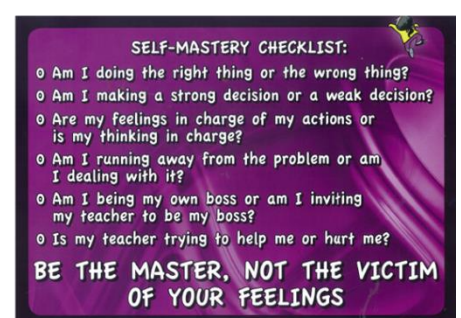
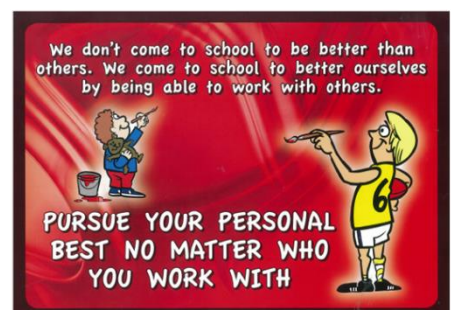
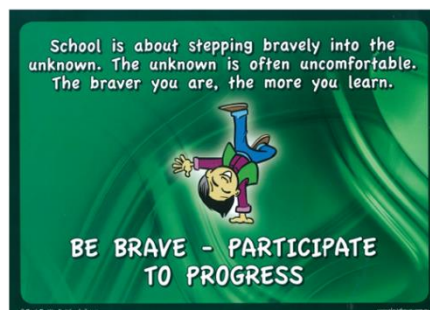
Level	Semester 1		Semester 2	
<b>Foundation</b>	T1	Investigations	T3	Writing (Cold write - narrative)
	T2	Numeracy	T4	Science

### **Specialist Learning Tasks**

Specialists	Term 1	Term 2	Term 3	Term 4
<b>Art</b>	Level 1&2	Foundation	Level 5&6	Level 3&4
<b>LOTE</b>	Level 3&4	Level 1&2	Foundation	Level 5&6
<b>PA</b>	Level 5&6	Level 3&4	Level 1&2	Foundation
<b>PE</b>	Foundation	Level 5&6	Level 3&4	Level 1&2

## Restorative Practices and Play Is The Way

Teachers have been busy at work in the Wellbeing PLC to help support the development of resilience in the SEPS community. A child's wellbeing and social and emotional development is equally as important as their academic learning. As a school, we play an important role in supporting students to develop their social and emotional skills and their ability to build and manage safe and respectful relationships. We continue the Social and Emotional learning that occurs at school through the implementation of; Resilience, Rights and Respectful Relationships, Play Is The Way, Restorative practice and the use of affective statements in our classrooms. Play Is The Way life raft posters are referred to in the classroom and work alongside games that involve building problem solving strategies, communication skills and many other skills that all help to build student's resilience. At SEPs, we understand we have the power to take actions whilst children are still young and beginning to form their attitudes and beliefs to help set them up for success in their lives. We continue our work with Restorative Practices at SEPS. You might like to visit Adam Voigt's Real School's website for more information: [www.realschools.com.au](http://www.realschools.com.au)



### Parent Helpers

We are extremely grateful for the interest we have received in regards to helping out in the classroom. We will be welcoming parents and community members that have been trained to help in the Literacy and Numeracy programs and/or Investigations. We will communicate on compass and/or with class rep with you the roster for Term 3. Thankyou for your ongoing support.



### Specialists



## Term 3 2023 Overview

### **Performing Arts:**

A new phase in their performing arts odyssey begins, as our foundation performers embark on their next challenge. In term three they will focus on the basics of Movement and Music, as they explore the fundamentals of rhythm and song. Through singing, dancing and percussion based lessons the students will build their foundational musical performance skills, which will be essential for our upcoming whole school film, scheduled to film in week 7. In amongst all this we'll try to find the time to continue our journey through the heroic tales of ancient Greece... it's going to be a jam-packed term.

Excelsior!

Johannes Scherpenhuizen

### **Physical Education:**

At the beginning of Term 3, Foundation students will be focussing on improving their skills in overarm throwing and catching. We will start by practising the skill components and then utilise these skills in a variety of engaging games and activities.

Once students feel confident with overarm throwing and catching, we will focus on various fundamental skills included in striking and fielding games. Foundation students will explore sports like modified cricket, T-Ball, and kickball, where they will learn to strike an object with a bat or hand and field the ball. By playing modified versions of this game, students will also learn strategies to improve their hand-eye coordination and develop teamwork.

Looking forward to the fun term ahead.

Kate Foster and Dave Richardson

### **Science**

In Term 3, Foundation students will be introduced to the five senses and how these are used to describe the world around us. They will answer the question 'What is movement?', through investigations and observations.

Be curious!

Wilko and Safety Sue

### **Visual Art:**

The discovery of visual art continues into term three, as Foundation students develop their understanding of how to express themselves visually and pursue their developing art skills and techniques within The Victorian Curriculum in 'The Arts'. Now that their routines within the visual arts classroom are established, an emphasis will be placed on developing more complex organisation and cleaning skills within the visual arts environment. Mindfulness as a part of art will continue to be a priority, and students will take part in further experiences encouraging fine motor skills and awareness of shape, texture and colour. An ongoing connection to artworks by Aboriginal and Torres Strait Islander peoples continues throughout the year.

Our provocations this term will continue with 'Love Where You Live' with an emphasis on using the local environment and community as inspiration. This term we will continue to explore emotional literacy in visual art and examine representing relationships. Our art program will focus on wellbeing and respectful interactions including strategies inspired by Adam Voigt.

Love Art!

Julie Van Etten and Jo Hemmings