

Foundation Newsletter

Room 2

Term 1 2021



Dear Parents/Caregivers,

Welcome to Term 1. For many of you this is your first schooling experience with your child and we are privileged to be a part of your child's journey this year. It has been lovely to be reacquainted with children and families whom I already know. We are so pleased that you have selected our school to support and guide your child, and your family, through their primary education. As I am sure you are aware, we are a United Nations Global Peace School. This prestigious title encompasses our view of your child and education. We see your child as our future and wish nothing more than to see them happy, healthy and successful. We look forward to getting to know all the children and creating rich and valuable relationships. We understand that the beginning stages of school life can be very overwhelming (for both the children and families) and we hope that we can work together to prioritise the school transition. We strongly believe that if your child feels safe and happy, they will flourish across all areas of school.

I hope you all had an enjoyable time in the holidays with your families. For those of you who I have not had the pleasure of meeting yet, my name is Tash Bright. I have been a member of the Parafield Gardens R-7 School community for the past 4 years working with years R-3. On the 13th of February I will be marrying my Fiancé, Matt. Our wedding has already been postponed twice before (due to Covid-19) so we are hoping the third time is a charm. Together, we have a 5 month old puppy, Sahara.



We are very pleased to see how well the children have settled in to their new class. Every child is becoming more confident and independent in the classroom and it's wonderful to see lots of new friendships begin to blossom! This year we will be taking advantage of using alternative working spaces and the environment to optimise student learning and promote engagement, such as using the courtyard learning space and alternative seating. Please carefully read through this newsletter as it contains useful information about what you should expect this year and how to help your child be well prepared. Acquaintance night, on Monday 8th February will also allow for us to provide a more comprehensive overview, as well as an opportunity to chat and discuss any questions.

Absences/lateness

If your child is absent please ring the school, email or let me know the reason as soon as possible. If your child arrives at school past 8.40am, could you please go straight to the front office to get a late pass as we would have already submitted the role electronically. It is critical that all lates and absences are recorded to ensure that data is up to date.

Food and drinks

Please ensure that your child has a bottle of water, recess and lunch every day at school. We also have a healthy food break at 9.20am, so could you also please include a piece of fruit or vegetables in their lunchbox everyday.

Our Learning Community

As a team of Reception teachers we plan and work collaboratively together. We have been working this way for the past few years with great success. We believe that we are able to offer more support to the children and to each other. We draw from each other's individual experiences and feel that we are able to

DIARY DATES

THIS TERM ASSEMBLIES ARE HELD ON THURSDAY OF WEEKS 2, 4, 6, 8 and 11 at 9:00am in the Hall

Monday 8th February
Acquaintance Night and AGM

Monday 8th March
Adelaide Cup Public Holiday

Tuesday 10th March
PUPIL FREE DAY

Tuesday 23rd to Thursday 25th
March
Music Incursion

Monday 29th March to
Thursday 1st April
3 Way Learning Conversations

Friday 2nd April
Good Friday

Easter Monday
Monday 5th April

Wednesday 7th April
Casual Day with
Gold Coin Donation

Friday 9th April
Last day of Term 1
with Early Dismissal at 2:00pm

Always have a go!

Remember **mistakes** are
stepping stones to **learning!**

provide more rich and rigorous learning opportunities for the children. The children are able to rely on the support, care and love of all of us. Please come in and introduce yourself over the next few weeks to our **Foundation team** and don't hesitate to contact us if you have any questions or concerns.



Room 1
Tess Narcys Allira Willington (Wed)



Room 2
Tash Bright



Room 4
Danielle Tidswell



Room 5
Cecilia Hector

Communication

In Week 4 your child will take home a diary and a school folder. The diary will be used as a form of communication between myself and you so please ensure that your child brings it to school every day. The diary also contains Tricky Words that your child needs to practise 2-3 times every night in the following weeks. This folder will also include notices and their Sound Book. Please check your child's folder every night for information. For the first 4 weeks if you have any questions or information I need to know, please come and see any of the Foundation teachers.



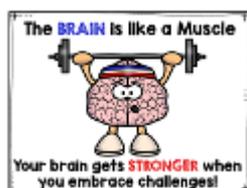
All classes will be using **Class Dojo** as a medium for communicating with learners and their parents. It can be accessed from your phone, computer, ipad or laptop and is easy to use. We will be sending you an invitation to join very soon. For more information, visit the website at: www.classdojo.com

Personal, Social and Emotional Development

As the children enter a new social environment they are expected to be kind and respectful of adults and their peers and encouraged to make new friends, to share and take turns.

In the classroom we will be learning about and working to establish 'growth mindsets', which is crucial to learning in the early years of school. A growth mindset encourages students to believe that they can learn more and develop new skills if they work hard and persevere. Rather than giving up if they do not succeed the first time, children with growth mindsets will see challenges and mistakes as opportunities to improve their own learning and skills.

Children will also be encouraged to become independent learners and this includes becoming familiar with classroom routines.



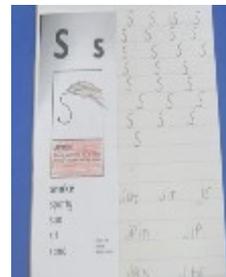
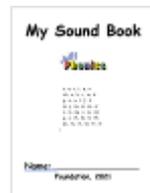
Homework

Readers will start coming home as of Week 9. Readers will be changed on Monday, Wednesday and Friday mornings. Having the reader over two nights will allow your child to have a stronger knowledge and understanding of the book as well as develop valuable confidence and fluency. Students will also need to practise their Tricky words. A Tricky Word book will be provided to your child in the early part of term 1. These are to go home every night and come back to school each day in your child's communication folder. When your child can confidently read each word without pausing they know that word by sight!

Jolly Phonics Tricky Word List

| | | |
|--------|--------|---------|
| List 1 | List 5 | List 9 |
| List 2 | List 6 | List 10 |
| List 3 | List 7 | List 11 |
| List 4 | List 8 | List 12 |

Children will also be given a Sound Book in week 2, where they can practise the daily Jolly Phonics sound that we have learnt in class. Children are encouraged to practise the formation of the letter and share the songs and actions with families.



An example of a page in the Sound Book

Reading Tips

Before reading with your child, talk about the cover, the title, the pictures, and discuss what the book may be about. While reading reflect on the book so far and imagine what will happen next. When you have finished reading talk and ask questions about the book. When you come across an unknown word, pause, prompt (look for clues, read-on, sound out) and always praise. In term 1, the school will be running some parent workshops to assist parents with how to successfully support their child's reading. Please look out for this information in the next few weeks if you are interested.



"The more that you read, the more things you will know. The more that you learn, the more places you'll go." -Dr Seuss

Curriculum Overview

The lessons and learning experiences will be adapted to meet the needs of the Australian Curriculum.

English

The main focus for Term 1 will be developing phonological awareness through the program *Jolly Phonics*. *Jolly Phonics* centres around the teaching of sounds in a particular order, which enables children to form and write words using a fun and exciting approach. There are 40+ sounds in the English language. These sounds and the letters that relate to them will be the primary focus this term in literacy. The letters are introduced in an interesting and sequential

way, involving plenty of actions and stories. We will be exploring rhyme, syllables and word building to compliment and further develop phonological awareness.



Guided reading sessions and modelled writing will also be a strong part of our literacy program. As the children develop their phonological awareness, we will begin applying that knowledge in our writing and reading. During this term, this will be a modelled processes allowing students to learn the structure, sequence and spelling as a group. Each day they will also plan or reflect on experiences they have during Nature Play. Our shared reading will allow us to explore text structure and key features. These elements will be encouraged during Bookmaking.

Maths

We will be focusing on developing number knowledge, making groups, sorting and patterning. As part of measurement, we will be looking at day/night, days of the week, months of the year and seasons through our class calendar, songs and games.

We will be doing lots of Maths exploring and learning during our Maths rotations activities. The range of games are designed to support the whole school program Big Ideas in Number. The activities are play based, interactive and hands on. We will be singing together, sharing our mathematical knowledge and thinking and having a great time.



Our World

We will be exploring our world through Society and Environment, History and Science. In the beginning weeks we will be learning all about our school values, being kind to ourselves and others. We will be celebrating families and what makes us all special and unique. During these lessons we will be working alongside the other Foundation classes. Working together will allow your child to develop new friendships as well as keep in touch with existing ones. These lessons will foster group work and collaborative learning.



Classroom Environment

The classroom environment has been designed to aid children in developing independence, trust, cooperation and respect. By creating a calm and inviting learning environment, the transition from home to school each morning is eased. As an Early Years educator, I am passionate about play and the benefits it has for our learners. Research has evidenced the importance of play for a child's overall development of intellectual skills, thinking and motivation. Our classrooms are designed to promote opportunities for children to follow their interests and passions as well as the development of social skills and oral language in line with the Australian Curriculum.

Studies have shown:

Engaging in active play encourages the development



of language skills. A child's vocabulary grows and develops as they play together with peers and interact with adults.

Participating in play supports the development of literacy skills, such as listening skills and sound recognition.

Play is associated with the development of social and emotional skills and the ability to develop positive relationships. As children play with each other they learn to get along, communicate their needs, cooperate and resolve conflicts.

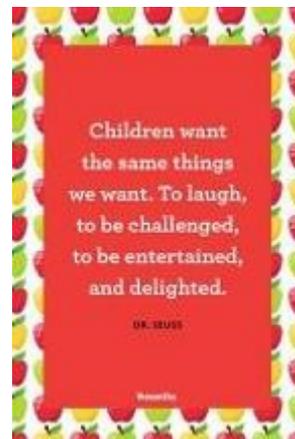
Play fosters creativity and imagination - valued traits that are vital in the modern world. Using imagination, children are able to find solutions to a variety of problems they encounter.

The set up of the classroom is designed to provide opportunities to develop these necessary skills.

Please come and see me if you have any further questions about the classroom environment.

Organisation & Independence

Please encourage your child to be organised and independent in the mornings. Children are to place their bag on a hook and bring in their folder, and drink bottle. Folders and drink bottles are to be placed on the shelf, along the wall. Your child will wear a **Flying Starters badge** to identify them as new members of our school community who may need a little extra support or guidance.



Library borrowing will be on **MONDAYS**.

Each child will be provided with a new library bag. Please remind your child to bring their library bag to school every Monday. Children can borrow a book for up to 2 weeks, but can change them over more regularly if they wish.

I look forward to working with, and supporting you and your child throughout the year.

**Kindest regards,
Tash Bright**



Health and Physical Education - Every Monday

In Term 1 students will be focusing on keeping healthy, safe and active. Students will begin with 'getting to know you' games and activities to help them gain familiarity and confidence amongst their peers and environment.

In Health students will study the concept of Growth Mindset, undertake Growing with Gratitude exercises, as well as learning vital social skills to aid relationships and friendships, including identifying feelings and emotions. Students will also study Sun Safety, learning about the dangers and effects of the sun and how to keep themselves safe in line with the Sun Smart Program.

In Physical Education students will partake in various games that will support the development of their fundamental movement skills, including running, skipping, hopping, jumping and leaping. Students will participate in various striking games, including tee-ball and cricket, which will promote both individual growth and positive social skills in students, including team work, sharing, cooperation and communication.

Your child has Health and PE on Wednesday and will need a drink bottle of water to keep hydrated, and to wear appropriate sports shoes, clothing and a hat to be able to fully participate in lessons. I am looking forward to working with your child this term!

Stephanie Ryan.
P.E. & Health Specialist Teacher



Music and Drama - Every Friday

This term in music students will feel, show and move to a strong beat. They will explore the 4 voices, speaking, singing, whispering and shouting, and sing songs with the class. Students will investigate how different sounds are made using percussion instruments.

In drama, students will use facial expression and movement to become characters and show their reaction to different situations. They will also explore character through varying the volume of their voice.

Belinda Mentha -
Music/Drama Specialist Teacher



Visual Arts - Every Friday

This term in visual art students will explore the first three elements of art: colour, line and shape through visual storytelling. They will create art in response to a range of books including, Mix it Up, The Pencil, The Girl Who Never Made Mistakes, Dot and Beautiful Oops, to name a few. Students will experiment with a range of mediums including paint, pencils, textas and crayons to create original artworks.

Kirsty Dimitropoulos -
Visual Arts Specialist Teacher

