

FOUNDATION COMMUNITY LEARNING NEWSLETTER

Acknowledgment of the Traditional custodians

Stella Maris Catholic Primary School acknowledges and pays respect to the traditional owners of these lands and waters, the Yalukit Willum Clan of the Bunurong people.

We also acknowledge and pay respect to the broader Kulin Nation..

We pay our respects to the Elders past, present and emerging for they hold the memories, the traditions, the culture and hopes of Australia.

We acknowledge the loss of lands, cultures and treasures: knowing the consequences for people, communities and nations and believing we can walk together to a better future.

WELCOME TO TERM TWO!

Thank you for a great Term One and start to your child's education at Stella Maris. It's been a busy but productive beginning to the year. The transition from colour groups to home groups was smooth and all the children have settled into life at Stella. Their personalities are shining through as they are beginning to feel confident and safe in our environment.

We look forward to another wonderful term of new learning and experiences.



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ENGLISH

Having observed children closely during Term 1, we reorganised our teaching to cater for individual needs. We will continue this in Term 2, having daily focused teacher groups for reading and writing. When reading, our beginning readers are being introduced to the strategies of pointing to each word, looking at the words and recognising common words such as I, a, to and the. We are also continuing to focus on developing knowledge of letters and sounds (phonemes) to assist with reading and writing, and on developing rhyming - (eg. cat, bat, hat) and alliteration - (eg. snail, sock, skin) skills.



When writing, children are learning to stretch words so they can hear the phonemes (sounds) and record the corresponding graphemes (letters). They will also be learning about Penny Punctuation. She reminds us to use a capital letter at the beginning of a sentence, finger spacing between words in a sentence and using a full stop at the end of a sentence.

Last term students were using blank paper to record to develop their letter formation without restriction. This term we have introduced the students to writing on solid lines.

Handwriting is an important part of our day as we are encouraging automatic fluent letter construction. When children become fluent with how to record each letter, it frees their working memory to focus on hearing the phoneme and recording the corresponding grapheme.

We will continue to build your child's confidence to make attempts at reading and writing. We encourage a growth mindset and use the language of YET. This means that instead of children saying, "I can't do it", they are encouraged to say "I can't do it yet!" Another saying we have is "Practise Makes Progress", this frees our children from thinking that everything needs to be perfect.

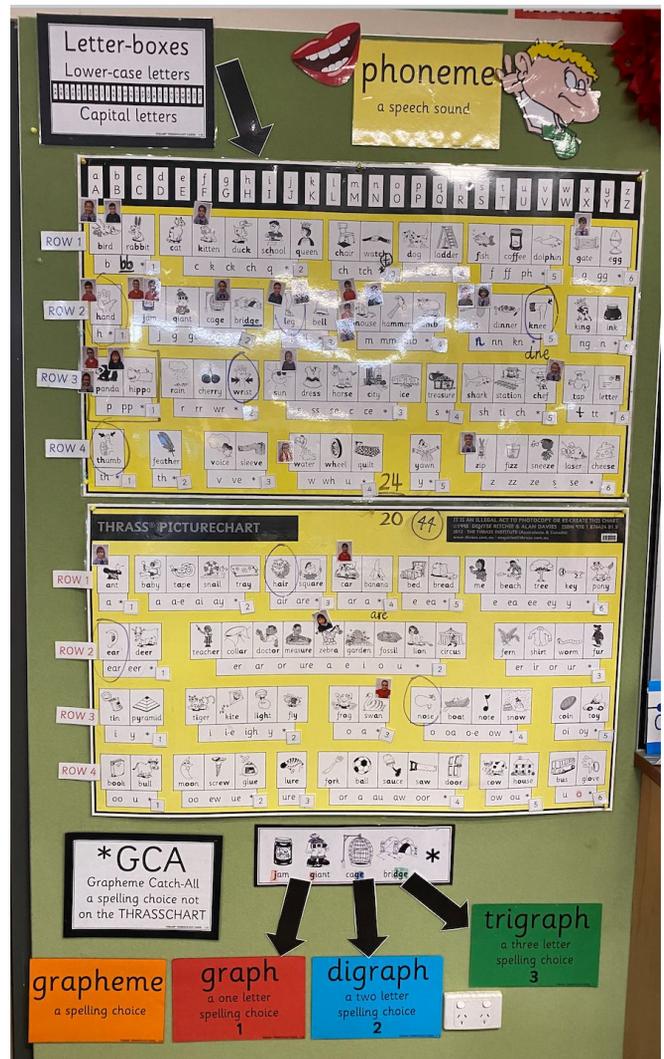


THRASS- TEACHING HANDWRITING READING AND SPELLING SKILLS

THRASS is a tool for teaching learners about the letters, speech sounds and spelling choices of English.

Each learning space has the chart and language displayed. Each child has a THRASSchart to use during learning time.

THRASScharts are available for purchase at the office for \$7.00 if you would like to purchase one for home, your choice.



How your child is using the THRASSchart at school.

There are 44 phonemes in the English language. A phoneme is a speech sound.

A grapheme is a spelling choice.

On the THRASSchart there are 120 common spelling choices. The symbol * means a grapheme catch all - which are the not so common choices.

A graph is a one letter spelling choice

bird - b / ir / d

A digraph is a two letter spelling choice

cage - c / a / ge

A trigraph is a three letter spelling choice

bridge - b / r / i / dge

HOME LEARNING

We often have a number of families ask the question - what can I do at home to help my child with their learning.

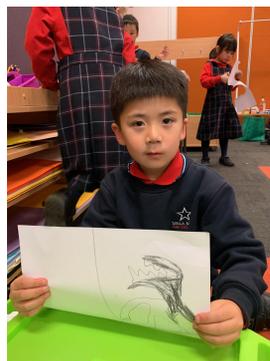
At Stella Maris we use the language of Home Learning rather than homework. We believe that Home Learning can look different for each family. A guide we use is 10 minutes per day with a focus on reading their take home books, however we understand that some families will choose to do more with their child. The choice is yours as you know your child the best!

Below are some examples of how home learning occurs:

- in the home through everyday family activities (playing and sharing interests with relatives and friends including family conversations, shared bedtime stories, independent reading, family games, activities and hobbies, visits to the local library, imaginative play and outings to places of historic or natural interest)
- includes interactions and time spent by a parent with their child discussing learning that has occurred at school that strengthens home school partnerships
- includes swimming lessons, joining teams, learning instruments and drama lessons
- is age appropriate and depends on the ability of the students

Sometimes we will send home some tasks that need to be completed as part of learning at school.

On the next page you will find some suggestions on what you **can** do at home. As we all know each family is different and will do what works for them.



HOME LEARNING TASKS

TAKE HOME READING

The Take Home Reading System has begun at Stella for some students. Over the course of the new few weeks more children will begin. If your child have been designated a 'day'. They will receive five books. Two of those books will be books they can read independently and three books will be books your child has chosen from their class library. We ask that these books are kept in a safe place as they will need to be returned the following week to receive another five books.

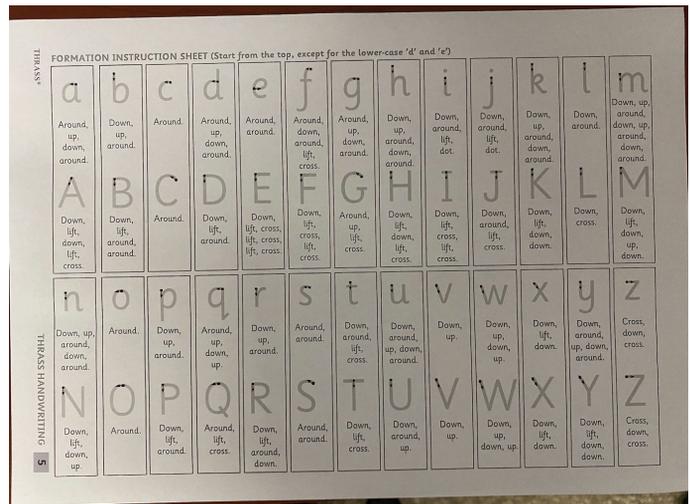


We still require book bags to be brought to school each day so that we can add any notes that need to come home.

If you have any concerns or further questions please read the information we put into your child's book bag and ask your child's teacher.

LETTER FORMATION

If your child is wanting to practise their handwriting, this could be an option. We use specific language when forming each letter. If you would like a copy please ask your child's teacher.



1 down	2 around, down, cross	3 around, around
4 down, cross, lift, down	5 cross, down, around	6 down, around
7 cross, down	8 around, down, around, up	9 around, up, down

NUMERAL FORMATION

If your child is wanting to practise their numeral formation, this could be an option. We use specific language when forming numerals 0 - 9.

MATHEMATICS

We have another big term of mathematics learning in the Foundation Community! Workshop style sessions will continue that will help to target students' specific needs in number. Such areas as Numeral Identification, recognition and recording will be addressed within the workshops. We have begun the term extending our learning on our learning about data, posing questions, collecting information and representing data in different ways. Students will develop their ability to interpret the data they have collected and make statements based on what they have found. We will spend time exploring the concept of money – what it is, where it comes from and why we have it. The students will begin to identify some Australian coins and notes. The students will also investigate money situations through role play and practical shopping situations. Students will also continue to explore number, particularly focusing on counting. They will develop skills such as pointing to each object as they count and match numerals, words and collections. Next, we will explore the concept of addition, coming to understand that adding two collections together will result in a larger collection. Students will practise representing their mathematical thinking in different ways using diagrams, numbers and words. We will finish the term by exploring the concept of subtraction where students will be encouraged to make links between addition and subtraction.



We look forward to working with you to develop your child's learning in mathematics.

This year we will not be using Mathletics as a home learning resource. Instead the children will be sent home some home learning tasks to focus on throughout the year.

DISCOVERY & ENCOUNTER

Each member of the Foundation Community will inquire into the key understanding:

People use science to understand the world and solve challenges in regenerative ways.

During this time the students will be exploring who they are. They will inquire into their own story with connections to self, family, community and culture. Students will be learning about how they are connected to their peers to develop an understanding of the similarities and differences they have, and how they belong. Through this students will explore character strengths and how they see themselves as a learner. They will also begin to explore yarning circles where they will learn how to be successful listeners and speakers.



Character Strengths & Virtues



This term in Encounter, the students will be unpacking the key understanding *'Understanding Jesus helps us make connections to our lives'*. Students will be listening to sacred texts and through these Scriptures they will begin to discover who Jesus is and make connections to a Jesus-like person in their life. In the same way, the Foundation students will discover God's family and make connections to their own family.

PRAYER NIGHT

“Sower of Hope”

Wednesday 5th May 2021

6.30 -7.30pm

in the Foundation Area

Together we will share a prayerful experience, yarnings and dialogue about the messages within the scripture and how these connect to you individually and as a family. You will also be involved in a creative activity that will capture your hopes for your family. Everyone is welcome regardless of experiences and understanding of the Catholic faith. This is a wonderful opportunity to connect as a community. We look forward to sharing this experience as a community.

Please don't forget to wear your pyjamas and slippers.



INVESTIGATIONS

This Term, during Investigations, children will experience a range of play-based learning activities. In our Discovery Centre, children will have the opportunity to engage in imaginative play in our supermarket and puppet theatre. The Creative Minds group will explore artists including Picasso, Kahlo, Miro and Arcimboldo and be inspired by their style of self-portraiture to create their own works of art. In the MasterMinds space, children develop their mathematical thinking skills using a variety of iPad apps, snakes and ladders and pattern activities. In the Mighty Muscles group children are able to use pegboards, LEGO, cut and paste and lacing cards to develop their fine motor skills. The Stella Socialites group focuses on the students' social skills and the children learn more about asking to join in a game and turn-taking. The Writing Workshops group encourages students to further their literacy skills through writing cards and facts about themselves.

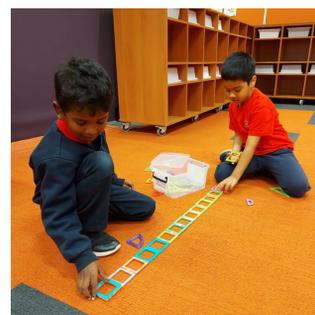


WELLBEING

Play is the perfect tool for education. The perfect activity for developing listening skills, adaptability, responsibility, social skills, knowledge of the world and self, the ability to cope with change, language skills, the ability to have fun, learn, respect, concentration, tolerance, young scientists and inventors.

Play determines whether a child will be a passive learner or an active learner, who gains new information by discovery and invention.

We know that in order to be successful learners children need to feel safe and comfortable with their environment, teachers and peers. This term a Foundation focus will be on working to help children develop friendships; learning others' names, how to ask if they can play with a child or group, and inviting others to join in their play. We'll also explore what a cooperative team member looks and sounds like.



You may hear your child say they are in the Blue Zone or one of the other Zones of Regulation we speak to the children about. Zones of Regulation help us identify how we feel in particular situations. We tell the children it is okay to experience a range of emotions at different times and that no emotion is bad or wrong. However, we follow this up by talking to students about strategies we can use to get back to the Green Zone. For example, if we are angry we could find a quiet space away from others, we could have a drink of water or deep breath to help calm ourselves. Being in the Green Zone provides the best conditions for learning and socialising.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

New learning requires us to take risks, to step out of our comfort zone, to accept that we may not get it right the first time. In Foundation we encourage risk taking. We praise attempts in the learning process. Our job as teachers is rewarded by the smiles we see on children's faces who have had a go and recognised the learning progress they have made.

What can you do at home to help development?

- Play games. Encourage turn taking. Allow your child to lose. Encourage appropriate social behaviours for winning and losing
- Encourage risk taking. Be close to your child so they feel safe as they take risks. Let your child climb ladders or spider webs, stretch to reach fire poles at the park...

COMMUNITY BIRTHDAYS

OUR
JANUARY
BABIES



OUR
FEBRUARY
BABIES



OUR
MARCH
BABIES



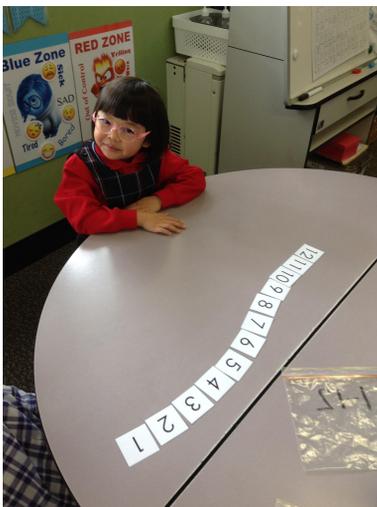
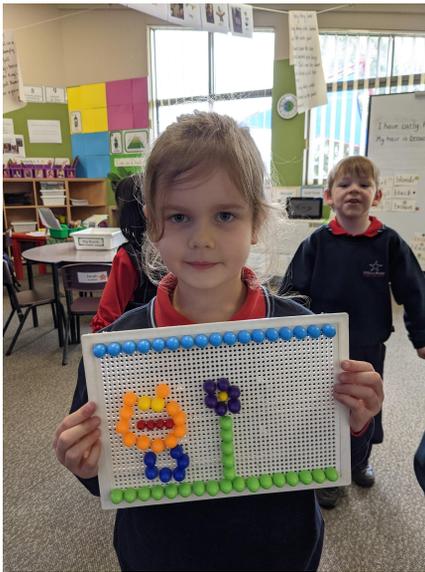
Suggested Questions to ask your child!

Often we ask our child how was your day or what did you do today? Sometimes we are lucky to receive a response and other times we receive an answer along the lines of I don't remember or nothing! We have suggested the following the questions to ask to see if it generates more a conversation letting you know about their day!

Good Luck.....

Asking your child about their day....

- When did you experience joy today?
- What brought you joy?
- What surprised you today?
- What are you wondering about now?



GENERAL INFORMATION

8.50am Prayer Begins

Your school day begins with prayer at 8:50 each day and is an important part of our daily routine. Therefore, it is essential that children be at school on time ready to participate in prayer each day.

School Rules

Children have been learning the language of our school rules, what they are and what they mean. You will find them displayed in our learning spaces.

1. Follow Instructions
2. Keep hands, feet and objects to yourself
3. Speak appropriately
4. Listen to the speaker
5. Move Safely
6. Take care of all property

Health Checks

The Primary School nurse will visit Stella Maris to administer free screening health checks for our Foundation students. Date to be advised



Parent Helpers

We are inviting parent helpers to help within the Foundation area. We ask that you register your name at the office and provide all the relevant paperwork to ensure that we are meeting government standards. Please speak to Rose and she will assist with the paperwork.

Foundation Community Learning Area

The Foundation community learning area is a shared learning space. This means that children sometimes work outside their learning area (classroom) and that evidence of learning may be displayed in this 'common learning space.'

Lost Property

A clothes rack is placed within the community. Please check it if you notice your child has misplaced any items. To ensure hats, jumpers, drink bottles, lunch boxes and even shoes are returned to their rightful owner, please name all items clearly.

Birthdays

If you would like to share something for your child's birthday, a small, individually wrapped treat such as a lollipop would be appropriate. Being mindful of other children's allergies we do not encourage sharing of chocolates or cakes.

Learning Support

Doreen and Jane have been allocated as the Foundation Community Learning Support Officers. They will work closely with the teachers, assisting to provide the children with learning customised to needs.

Tuckshop

Lunch order days are Mondays, Wednesdays and Fridays. Lunches will be delivered in time for students to eat at 1:30pm. Please also provide your child with a morning snack on days they have a lunch order. Lunches are ordered via QKR app



Medical Issues

Please see your child's teacher if information regarding anaphylaxis, asthma or any other medical issue needs updating.

We encourage all children to eat their brain food at around 10 a.m. each day. It has become part of our morning routine to place our brain food on their table along with their water bottles. Community eating time begins at 11:00 – until 11:10a.m. At this time we encourage your child to eat their 'main food' and any yoghurts. We eat again at 1:30-1:40 p.m. and children will possibly finish what is in their lunchbox.

If you recognise your child takes a long time to eat, perhaps you could practice this at home by encouraging them to eat without being distracted and to eat more quickly.