

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 THREE!

Welcome to Term Three. We welcome two new members to our Foundation Team

- Linda Muller who will be working in FCM on Tuesday, Wednesday and Thursdays.
- Patricia Silulu who is teaching FCN



This term is another busy one with 3 Way Learning Conversations underway providing our students with the opportunity to share their learning with their families and teachers. The children have articulated what they have learnt and made a wish for what they would like to learn next, thereby setting their next learning goal.

We will be celebrating our 100 days of learning at Stella Maris and preparing for the production which is in Term Four.

STAFF CONTACT EMAILS

Leah Morrow: lmorrow@stellamaris.catholic.edu.au

Linda Muller: lmuller@stellamaris.catholic.edu.au

Alex Doran: adoran@stellamaris.catholic.edu.au

Patricia Silulu: psilulu@stellamaris.catholic.edu.au

Lillian Valencia: lvalencia@stellamaris.catholic.edu.au

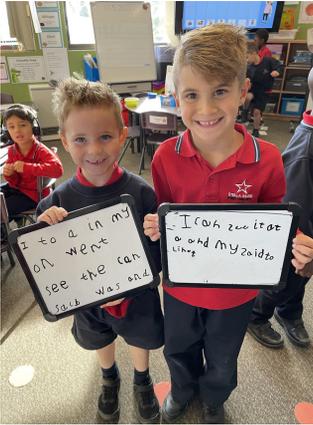
Vivienne Taylor : vtaylor@stellamaris.catholic.edu.au



ENGLISH

In English this term, students have been involved in workshop style sessions that will help target their specific needs for reading and writing. The purpose of the workshop is to develop skills and strategies for students to become more confident as readers and writers. Students will continue to use the THRASSchart as a tool to assist them when reading and spelling words, and will be expected to write common high frequency words automatically and quickly, such as I, a, the, can, and, see, went, at, to, come, said, here, saw

We encourage all children to practise reading and recording these high frequency words as it will assist with reading and writing.



Students will continue to focus on handwriting skills that encourage correct letter formation of capital and lowercase letters.

FORMATION INSTRUCTION SHEET (Start from the top, except for the lower-case 'i' and 'j')

a	b	c	d	e	f	g	h	i	j	k	l	m
Around, up, down, around.	Down, up, around.	Around.	Around, up, down, around.	Around, around.	Around, down, around, lift, cross.	Around, up, around, down.	Down, up, around, down, around.	Down, around, lift, dot.	Down, around, lift, dot.	Down, up, around, down, around.	Down, around.	Down, up, around, down, up, around, around.
A	B	C	D	E	F	G	H	I	J	K	L	M
Down, lift, down, lift, cross.	Down, lift, around, around.	Around.	Down, lift, around.	Down, lift, cross, lift, cross.	Down, lift, cross, lift, cross.	Around, up, lift, cross.	Down, lift, down, lift, cross.	Down, lift, cross, lift, cross.	Down, around, lift, cross.	Down, lift, down, down.	Down, cross.	Down, lift, down, up, down.
n	o	p	q	r	s	t	u	v	w	x	y	z
Down, up, around, down, around.	Around.	Down, up, around.	Around, up, down, up.	Down, up, around.	Around, around.	Down, around, lift, cross.	Down, around, up, down, around.	Down, up, down, up.	Down, up, down, up.	Down, lift, down.	Down, around, up, down, around.	Cross, down, cross.
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Down, lift, down, up.	Around.	Down, lift, around.	Around, lift, cross.	Down, lift, around, down.	Around, around.	Down, lift, cross.	Down, around, up.	Down, up, down, up.	Down, up, down, up.	Down, lift, down.	Down, lift, down, down.	Cross, down, cross.

We will spend time exploring information texts. We will explore features of information texts through our Discovery and Encounter sessions. Your child will become familiar with words such as glossary, contents page and illustrations. They will also be comparing fiction and nonfiction texts.

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.



MATHEMATICS

We have another big term of mathematics learning in the Foundation Community!

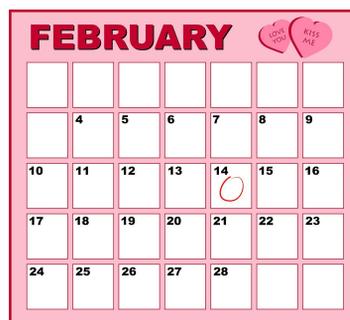
Workshop style sessions after lunch will continue to help target students' specific needs in number.

Such areas as structuring number, forwards and backwards counting, numeral identification, recognition and recording will be addressed within the workshops.

We have begun the term 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.

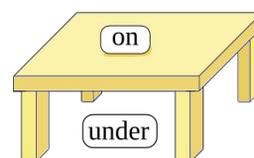
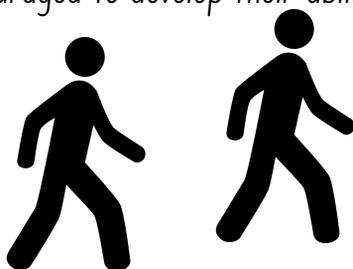


We will then explore clocks during our sequencing and duration of time unit. This will include how to tell o'clock times on both analogue and digital clocks and ordering the days of the week and months of the year.



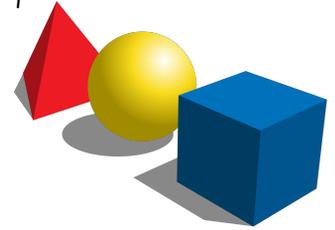
Students will then begin to develop their understanding of location. They will use everyday language to describe the location of objects and describe position and movement.

Students will be encouraged to develop their ability to visualise as well as follow and give simple directions.



We will then begin exploring length where we will make comparisons between two objects to find out which one is longer or shorter. The students will be exposed to using a variety of units to measure.

All students will be investigating 3D objects. Students will learn the different properties of cubes and spheres and therefore sort out the different objects into groups.



We will then end the term revisiting the concept of addition, building on our understanding that adding two collections together will result in a larger collection. Students will continue to learn 'Partition of Ten' (two numbers that add together to make ten) and practice using this knowledge to solve simple addition problems. Some learning about subtraction will follow this unit. Students will be encouraged to make links between addition and subtraction, using their new knowledge of partitions of ten to solve subtraction word problems. We aim to develop efficient counting strategies using strategies such as - count all (beginning from one), count on (e.g. start at 5 - count on four more), non counting by 1's, known facts, combining 2 or more collections of objects, record using diagrams, numbers and words and explain their thinking. They will create combinations for numbers using diagrams, 5/10 frames, concrete objects and systematic recording. Some questions we will pose for the students to encourage further thinking and deeper understanding will be:

How can you record this so you will remember?

How can you record it so someone else can understand it?



Tasks to do at home!

Here are a few tasks you can complete at home with your child relating to number...

Counting On:

Roll a dice to start counting on a small collection.



Counting forwards and backwards:

Ask your child to start counting forwards or backwards. Begin from different starting points

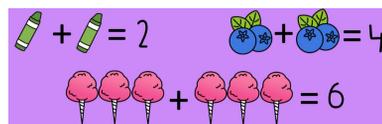
Before and After:

Asking your child the number before and after
eg, "What comes after 7" "What comes before 12"



Small doubles:

Ask your child the small doubles
eg, what is... "2 and 2" "3 and 3" "4 and 4"



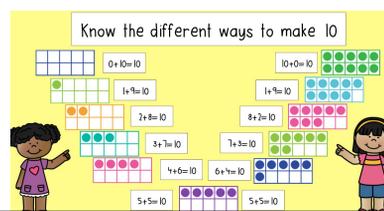
Partitions of 5:

Ask your child how many more make 5
eg, "If I have 2 have many more make 5?"



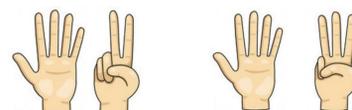
Partitions of 10:

Ask your child how many more make 10
eg, "If I have 4 have many more make 10?"



5 plus facts:

Ask your child, what is 5 plus 2? 3 plus 5?
They can use their fingers to get started, but then
challenge your child to say the fact without their fingers





DISCOVERY & ENCOUNTER

Key Understanding

Wisdom shapes our future and comes from having eyes wide open to the past and present.

In this unit, students will be exploring, developing and learning about:

- *What is a scientist?*
- *What makes something living and nonliving?*
- *What do plants and animals need to survive?*
- *What actions can we take to create positive change in our environment?*

Throughout Term 3 the Foundation Community will become Stella Maris scientists. They will be investigating how science helps us understand the world around us. Students are encouraged to use their new knowledge about living things to help care for pets or gardens. Students will work towards understanding how we all need to take responsibility to look after our environment so that it is preserved for future generations.

ENCOUNTER

Key Understanding

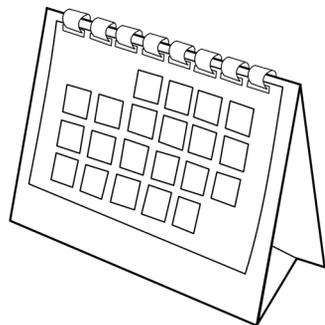
We are stewards of what God has provided for us.



In this unit, students will be exploring, developing and learning about:

- *Who is God?*
- *What has God provided for us?*
- *As Stewards, how do we take care of God's creations?*
- *How does the Bible and holy books help us to treat each other and the world around us?*

Students will develop an understanding of 'God' and that God is all around us within creation. They will explore God from various faiths and begin to develop interfaith understanding using perspective from other faiths and cultures. This will allow students to continue to link that we are responsible to look after each other and everything in the world.



IMPORTANT



We are celebrating our 100 Days of School!



Tuesday 2nd August 2022

We are encouraging all families to show the Gospel Value of Creativity by bringing in a collection of 100 to form a display in the Foundation Area. Some ideas have been included if you are feeling stuck for ideas!



Below is the message that was included in our recent whole school newsletter inviting all families to help us celebrate. We hope you can make it!

2nd August 2022 - 100th Day of School Morning Tea for Foundation Parents/Guardians.

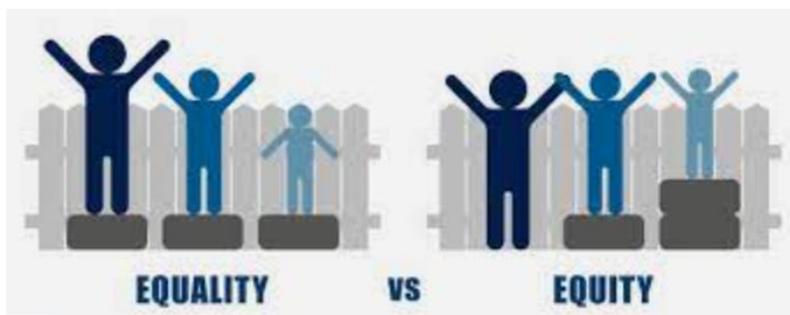
The intention is to celebrate the 100th day of school and for P&F to meet with the Foundation parents and introduce ourselves. It's a chance to say "hi", touch base, and connect to celebrate the half a year to date. The morning tea will be a casual P&F social event. The location is to be confirmed with Steve closer to the day. This will coincide with the 100 days of learning Tuesday 2nd Aug which is run by the school.

Learning Adjustments

Welcome to Term Three. This term we continue to work towards the achievement of students' personalised learning goals. Our Learning Support Officers (LSOs), Jane and Cass, have been in the classroom supporting students in their learning as guided by their teachers, and working on helping children achieve their goals. Lorna, our English as an additional Language teacher, continues her program, supporting students who are beginning English language learners. As Learning Adjustment Coach and Foundation support staff, we focus on students with additional needs, working with teachers and families to ensure that all children have access to learning, through tailored learning adjustments across all curriculum areas so that all children experience growth and success.

Our speech pathologist, Bahar, will continue delivering intervention to students with speech needs. One area of adjustments will focus on helping children develop the language for social skills; greetings and farewells, sharing items and friends, manners (waiting for a turn, getting attention..), feelings (what should you do/say when...) and managing everyday social situations.

Parent Support Group meetings will again be held in the last few weeks of the term for students with personal learning goals.



No doubt you've noticed winter has arrived, and with it many students experience runny noses and blocked ears. Prolonged, this can impact learning as development of reading and writing skills relies on children being able to hear sounds in words.

A good nose blow can help to unblock the ears and help your students hear better. Surprisingly, most young children don't know how to blow their noses properly. Following, you will find a guide on *How To Blow Your Nose*. Please spend some time ensuring your child can blow their nose and not just wipe it.

We look forward to supporting you and your child in their learning this term.
Vivienne



How to blow your nose

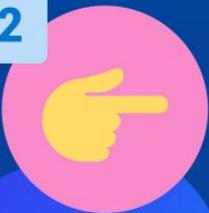
A Sound Scouts guide made from information by the Audiometry Nurses Association of Australia

1



Sit down with tissues and a bin

2



Press against one side of your nose with your finger and give a good blow out of the other nostril into a tissue

3



Blow each nostril one at a time, into a tissue, until both are empty

4



Check to see if air is getting in by taking a deep breath through your nose, keeping your lips together

5



Pinch your two nostrils together, take a deep breath, close your mouth and blow to pop your ears



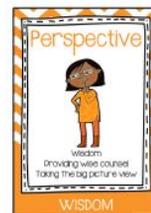
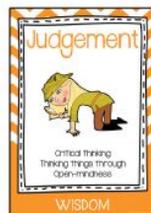
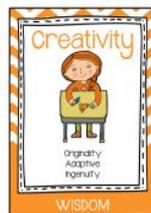
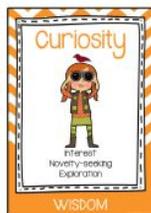
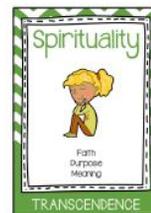
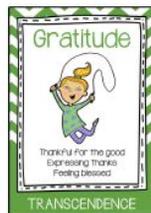
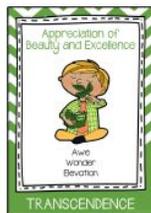
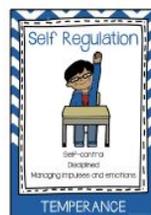
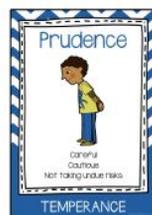
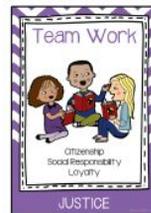
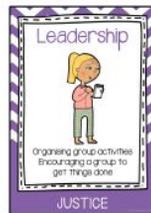
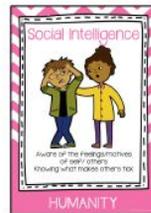
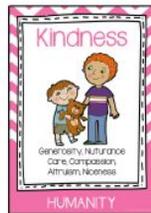
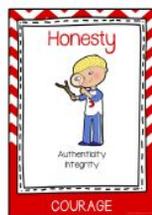
Sound Scouts™

www.soundscouts.com



This term we continue to focus on continuing to develop our positive psychology practices to support Wellbeing of all within the community. The explicit teaching of the Character Strengths and Virtues, Mindfulness, and gratitude prayers, are a few examples of how we help your child to flourish.

Character Strengths & Virtues



COMMUNITY BIRTHDAYS



OUR MAY BABIES



COMMUNITY BIRTHDAYS

OUR JUNE BABIES



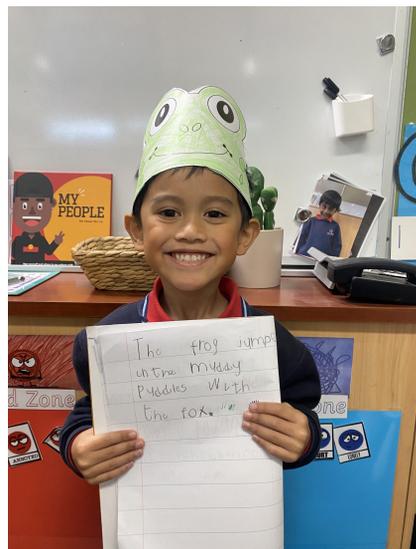
Suggested Questions to ask your child!

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 questions to ask to see if it generates more of 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

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

Gospel Values

These are the Gospel Values that guide us and link to our Catholic Identity at Stella Maris.

- Commitment
- Empathy
- Enthusiasm
- Creativity
- Cooperation
- Integrity
- Respect
- Independence



Health Checks

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

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

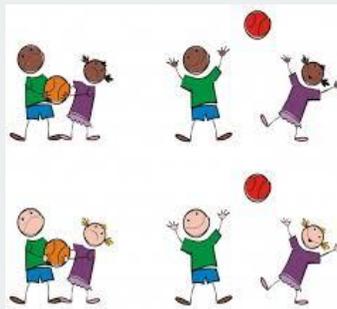
If you would like to share something for your child's birthday, a small, individually wrapped treat such as a lollipop would be appropriate. Being mindful of other children's allergies we do not encourage sharing of chocolates or cakes.

Learning Support

Cass 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.

Eating Time

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. 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.