Foundation Information Booklet

2016
Welcome to your child's first year at school!

The Prep Teachers aim to:
Provide the children with stimulating learning environment in which they feel happy and secure
Encourage the development of independence, responsibility and cooperation
Cater for individual needs and levels of progress
Use praise and encouragement to develop good work habits and an acceptable standard of work

Special Tips:
It is important:
Your child knows how to use and flush the toilet and wash his/her hands. Boys should know how to use a boy’s toilet. In the early weeks of school, please send spare underwear (to remain in the school bag in case of accidents).

Your child knows how to care for his/her belongings i.e. remember where his/her jumper has been left after taking it off. Please put names on clothes, lunch boxes and school bag. Keeping track of individual items in a classroom is not an easy task! Please write their full name; no abbreviations.

Weekly Timetable

Prep A  Miss Abraham

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<th>Monday</th>
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<th>Friday</th>
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<tr>
<td>Art</td>
<td>Sport</td>
<td>French</td>
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<td>Library</td>
<td>P.E.</td>
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<td>Computer Lab (starting Term 2)</td>
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Prep P  Ms Pappas

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<td>Music</td>
<td>Library</td>
<td>French</td>
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Prep R  Miss Rose

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FAMILY REMINDERS

Lunch Orders - Classroom Cuisine is available on Monday, Wednesday, Thursday and Friday. Please refer to the website www.classroomcuisine.com.au for more information.

Punctuality - Children may play in the school ground until the 9 a.m. music. All children are expected to be at school by this time. Please remember that there is no teacher supervision in the school ground before 8.45 a.m. Although we are at school before 9.00 a.m., we need time for preparation. The doors to the ELC will open at 9 a.m.

Absence Notes - If your child is absent from school could you please write a note explaining the absence and hand it to the teacher on return to school. If you bring your child to school after the bell, or pick them up early, you are required to sign a form at the school office.

Year 5 Buddies - The Prep children meet with the Year 5 children for specific activities. This program has been a great success in previous years with close bonds developing between children at both ends of the school.

Party Invitations - Please arrange distribution of invitations in a discreet manner to avoid disappointing those who may not be invited.

Birthday treats - You are welcome to provide a treat for children in the class to celebrate your child’s birthday. Individual items are more suitable eg. Cup cakes. Please keep in mind that some children have food allergies such as nuts, dairy, eggs etc.

ENGLISH

Our English teaching is based on the AUSVELS Curriculum. The essential features of this program are: a daily focused literacy session and regular monitoring and assessment of students.

The three modes of English are:

1. READING & VIEWING

   The reading program aims to stimulate children’s interest in reading and provide them with strategies to enable them to make sense of what they read.
2. **WRITING**

The children will be encouraged to experiment with and practise ways of representing ideas and information using written symbols. They will be instructed in the use and formation of conventional writing symbols. The spelling program will focus on the development and application of sound-letter relationships.

3. **SPEAKING AND LISTENING**

The child will be provided with opportunities to interact with teachers, peers and known adults. They will be encouraged to speak clearly and audibly, contribute relevant comments and listen attentively. In Term 2 the children will begin weekly Show & Share sessions.

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**How to help your Prep child with Reading**

Read sentences and work sheets that the children have brought home from school. Perhaps these could be stored in a ring binder and re-read at a later date. Spend time getting to know the book before reading.

Discuss the story content / pictures. Some children 'read' with little attention to the words. Perhaps ask them to locate a specified word after you read the page in order for the child to practice 1-1 correspondence, between spoken and written words.

Always give your child close attention and display interest in the story / content.

When your child is unable to identify a word, suggest a strategy:

- Read to the end of the sentence
- Guess what the word might be
- Start again and read the whole sentence
- Use the initial letter as a clue
- Use the picture as a clue

If he / she self-corrects to regain meaning, praise - e.g. "Good, now that makes sense".

When he / she loses meaning, ask a question which focuses on the MEANING e.g. "Does that make sense? Would the bear really do that?"

Be patient as your child endeavours to work out the text. Allow them to try out the strategies they have developed for understanding the text.

Encourage your child to read their favourite part of the story to other family members, then tell you in their OWN WORDS about the story.

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**Encouraging Writing development at home**
Provide paper, pencils, textas, etc. Make writing and drawing an enjoyable experience, not a chore.
Encourage your child to tell you about their own writing / drawing.
Respond to the CONTENT of the writing.
Respond to correct attempts e.g. "You have written 'd' for dinosaur", rather than comment on missing or incorrect letters.
Do not ask the child to spell words orally - ask them to WRITE words, praise correct letters and sounds.
Use lower case writing and encourage your child to use lower case letters where applicable.

**MATHEMATICS**

Mathematics helps us to make sense of the world around us. It is more than ‘sums’ and learning tables. It involves skills that we use throughout life.

**How to help your Prep child with Mathematics**

Look for and talk about ways Mathematics is a part of your family’s everyday life e.g. setting the table, being on time, growth rates and sizes of family members.

Play various board and card games
Build towers and make pictures with shape blocks
Look for symmetry
Draw maps
Sing number rhymes
Count backwards and forwards
Collect and sort objects
Provide opportunities to use money
Discuss the events of the day with relation to time
Locate birthdays on a calendar
Measure everyday things e.g. how many paces long is my bedroom?
Talk about events that are possible and impossible
Collect and sort objects to make comparisons and predictions e.g. there are more red lollies in this packet than blue, I wonder if the next packet will be the same?

Discuss the use of common measuring instruments such as watches, clocks, rulers, speedometers, scales, jugs
Children are encouraged to apply various thinking strategies. Partnership work, co-operative groups, problem solving and the development of independent work habits are emphasized at this level.

Foundation Topic Units of Work for this year are:

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<td>A Healthy and</td>
<td>Fairytales</td>
<td>Alive and Amazing</td>
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<td>Who am I?</td>
<td>Safe Me</td>
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<td>Is it Amazing?</td>
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<td>How can I be</td>
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The children will have a chance to use computers in the classroom as a means of developing skills in all areas of the curriculum. Interactive Whiteboards are used in both the classroom and the Music room. Each week the children will attend the Computer Lab to learn computer and ICT skills. This year we will concentrate on mouse skills, graphics and the mechanics of logging in and out of a program.
PMP
In Term 2 and 3 children will be participating in a Perceptual Motor Program (PMP). This is a carefully planned program designed to aid in the development of children’s perceptions and understandings of themselves. It is aimed to improve the physical coordination, enhance basic sensory function and promote a positive self esteem for all children.

ASSESSMENT AND REPORTING
Assessment is an integral part of the classroom program and will be on-going throughout the year. It will take many forms including observation, formal and informal testing. The School Entry Assessment enables teachers to form accurate and reliable views about a child’s understandings when they begin school and also to plan programs accordingly.

Parent teacher interviews will be held at the end of Term 2.

Written reports will be distributed in June and December.

FRENCH (LOTE)
Musique Française
Students are immersed in French culture. They listen to French music, particularly the gypsy style as well as the more familiar classics. They sing, dance and dramatize meetings with friends and family in the French style. They also learn and sing about famous French cities and landmarks that one would expect to see when visiting France.

Through greetings, introductions, colours, numbers and other simple routines, students become familiar with the sounds of the language and clusters of words. They begin to recognize some similarities and differences that occur in English and French, both in language and culture.

VISUAL ARTS
Creating and Making
During their weekly 50 minute lesson, students will enjoy the process of making art works to express and communicate experiences, observations, ideas and feelings about themselves and their world.
They will create art work in response to stimuli drawn from their own imagination and observations, a range of picture fiction books and events occurring in our local school community.

N.B. Children will be required to wear an art smock at each art lesson. These smocks are provided for students’ use, and do not need to be purchased.

If your child does get paint on his/her school uniform use cold water and a mild pure soap. PVA glue can be removed by soaking in warm water.

PHYSICAL EDUCATION

Knowledge and skill in this area are developed through play, games, movement awareness and ball handling. During these activities the emphasis is on the Fundamental Motor Skills, participation for all and an enjoyment of physical activity. Each child in Foundation will participate in a P.E. session of 50 minutes per week. Classroom teachers will provide extra sports sessions. Children are expected to wear appropriate shoes for their P.E. sessions. For girls, shorts are less restrictive than a school dress. During Term 3, all Foundation children participate in an 8-lesson Swimming & Water Safety Program at a local pool, as well as a Tabloid Sports day. During Term 2, Foundation children will participate in the House Cross Country carnival.

LIBRARY

The role of the school library is to help devise and implement literature and research skills programs for the whole school. It also provides curriculum support and resources for classroom activities.

The Library program aims at fostering in children a growing love of books and literature and encourages them to find reading both purposeful and pleasurable. The students also develop skills to use the library and its resources efficiently and effectively.
These involve:
Locating resources
Applying alphabet skills
Accurate shelving of materials
Prep classes receive a library lesson of 50 minutes each week. Children are encouraged to borrow regularly. The Library Resource Centre is open from 8.45 a.m. to 3.45 p.m. Tuesdays, Wednesdays and Thursdays. The library is also open to the children on Thursday lunch-times
The Library is also a resource center for parents who are encouraged to borrow books from the Parent Library located in the upper level of the building.

Library Sessions:
It is important that children remember to bring their Library Bags and to return their books on those days.

MUSIC / PERFORMING ARTS

In Foundation, the music program involves games and activities that focus on singing and listening. The latter is referred to as ear training using Kodaly and Orff methods. Students read and write rhythms as well as relating music to their everyday experiences. Rhythm patterns are explored through spoken rhymes and singing games. Students are then encouraged to perform their work in the classroom and at assemblies. They use Orff instruments to play musical stories while exploring sound to create moods when presenting the story.

Please note Instrumental Music tuition is available for students from Year One.