

**Foundation (Level 1)**  
**Information Handout 2020**

At Vermont Primary School we aim to be nut free.  
Please ensure that all food coming to school is free of nuts.

**Foundation Teachers:**

Nikki Lewis (Level Team Leader), Bronwyn Moore, Bec Mealings (Transition Co-ordinator), Courtney Williams and Damon Webb.

**Responsibilities**

- Students are required to be punctual and arrive before 8.55am. We would like to encourage parents to develop the children's independence by saying their goodbyes and sending them to the line-up.
- In the morning, the Foundation students follow a routine to independently enter the classroom. This includes carrying their own school bag, hanging it up and getting the items out that are required for the day eg. blue take home folder, hat and drink bottle.
- It is our aim to encourage the students to be responsible for their learning. Please ask the children what they need to bring to school each day. Ensure they help you pack their bag so they are aware what is in it.
- If a child arrives after 9am, parents are to sign in their children in through the office and sign them out if they leave early. It is also important that students are picked up very soon after dismissal.
- Children are taught various strategies to learn to deal with problems that may arise from time to time. If you have any issues please clarify them first with your child's teacher.

**Communication**

- **Blue Folders**
  - We are asking parents to please check the blue folders daily for notices from the school or written notes from the teacher. All notices that are to be returned will be sent home on pink paper. *It would be appreciated if all notices could be returned as soon as possible.* They could be for excursions, incursions or for documents required at the school, eg. Internet agreements etc. Please make sure you put your child's Grade on each notice (eg. OBM – Mrs Moore, ODW – Mr Webb, OCW – Miss Williams, ORM – Miss Mealings, ONL – Mrs Lewis).
  - Blue Folders and take home readers must come to school every. Even if readers have not been finished it is important they come to school as they are used during school time.
  - Communication newsletters are sent home on each Monday. We will email these to you. Please read this as it explains what we are doing for the week and assists you with discussing school events and activities with your child.
  - If your child is absent, we require this to be updated in Sentral. Please see your child's teacher if you are having problems logging in.
  - If there is something you wish to discuss with your child's teacher, please email to arrange a time that is suitable. We will reply to your email in a reasonable time within working hours.
  - If you are not receiving the 'Vermont Primary School Weekly Newsletter,' please ensure that the school office has your correct email address. Copies of the newsletter can be located on the School Website <http://www.vermontps.vic.edu.au/>. If there are any extra pamphlets that need to go out, they will be scanned or alternatively given to the oldest child at the school to take home. The school website is also an important source of information.

- **Lunch and Snack Times**

- Please ensure your child has a packed lunch and a small playlunch consisting of healthy choices such as fruit or vegetables. We encourage the children to have a drink bottle filled with water on their desk. The children eat their snack and lunch inside the classroom.
- Please ensure there are NO Nut Products included in your child's snacks or lunch. It is important that you inform any family members that may prepare their snack and lunch. Your child's classroom teacher will inform you if there are any additional allergies to be aware of.
- Subway Orders are available through QKR by the end of the day on Wednesdays to receive lunch on Fridays. Please provide your child with a morning snack if have ordered Subway, as the lunches do not arrive until 12.45pm.

- **First Aid and Playground Information**

- There is a Hot Day Timetable and a Wet Day Timetable. The children will play inside their classrooms if it is too hot or too wet at lunchtime or at recess.
- Out in the playground the teachers wear bright orange vests and carry red yard duty bags which hold the basics for minor scrapes or grazes. If anything requires further attention they will be sent to the school sick bay area.
- If your child goes to the sick bay for any injury, they will receive a white notice which will have all the details of the injury noted. This white notice will be placed in their Blue Folder to take home so you are aware of what has occurred. If there are serious injuries you will be contacted. All staff are First Aid trained. The majority of them are Level 2. We have registered nurses on staff and an official First Aid Officer Di Burchell.
- If your child demonstrates symptoms of gastroenteritis, such as vomiting or diarrhoea, we ask that your child not return to school **until 48 hours after the last symptom has occurred**. This is done to prevent the spread of this highly infectious virus.

- **Uniforms**

- Please label **all** your child's belongings. This includes smaller items such as hats, head bands, lunchboxes and drink bottles. This will ensure that we can return them to the rightful owners. Please ensure they do not wear dangly earrings, long necklaces or bracelets as it could be a safety concern. Uniform items such as the School Bag, Polo shirt, Long sleeved shirt, jumpers, jackets and hats **must** have a Vermont Primary School logo.
- Leggings must not be worn under either the winter or summer uniform.
- The classrooms are heated in winter and there is no need for children to have extra t-shirts or long sleeve shirts under their uniform. They get too hot in the classroom and when running around outside. Please provide them with an extra school jacket to take outside if necessary, rather than extra layers under their uniform.
- Any uniforms that are left outside or around the school will be placed in little blue storage containers that are located outside room 5. If clearly named, they will be returned to your child. This may take a few days, please be patient with this process.
- A reminder to all that head bands and hair ties are to be blue as they form part of the school uniform. Shoulder length hair needs to be tied up. This is for your child's safety and to prevent head lice.
- Children must wear runners to school so that they can participate in sporting activities and play on the playground equipment safely. If possible, it may be a good idea to send along a spare set of clearly labelled underwear and shorts just in case there are little accidents. NO school shoes should be worn.

- **Additional Programs available at the school**
- The Footsteps Program (in Term 4) is a physical education program that **all children participate in**. It is an opportunity to experience something different and develop their gross motor skills.
- **Class Parent Scheme**
- Each Foundation class has a class parent who will work with the classroom teacher to organise reading rosters and assistance for excursions when required. If the teachers do not have a Class Parent, a form will be sent out in Term 1 asking for volunteers to fulfil this role.
- Anyone who would like to come into the classroom to assist the children requires a 'Working with Children Card'. This is a requirement for any activity in or outside the school, such as assistance with Digitech lessons, Classroom Reading or the Lego, Zoo and Farm excursions. You can apply for this online and when you receive it, you will need to advise the office straight away.
- **Upcoming Events and Reminders:**
- Please ensure that you contact your classroom teacher if you cannot attend your allocated interview time for your child's 'Wednesday Numeracy Assessment' time.
- The Foundation Family Picnic is on Friday 21st February. Please keep this night free as this a terrific opportunity to meet your child's friends and other Prep parents. An invitation will be sent out.
- The Parents and Literacy Sessions will be on Thursday 13th February and Thursday 20th February. This is a requirement if you would like to assist in your child's classroom. A Numeracy Night will also be held at some point throughout the year.

## **English**

### **READING** (Victorian Curriculum refers to this as Reading and Viewing)

- **Home readers are a very important partnership between home and school.**
- In the morning Parent Helpers will change their books daily and listen to them read their new book to take home. This should be quite an easy book so that they can develop the love of reading for entertainment and enjoy reading to you at home.
- The children will read more difficult books to the teacher at school to enable the teacher to monitor and assess and develop strategies for any areas the child needs to focus on. The teacher can then steer their planning and teaching to assist the child achieve their goal.
- **It is important for you to hear your child read each day.**
- As the books get more involved during the year, you will be able to encourage and remind your child to use a range of skills. These skills will be discussed at our Parents and Literacy Nights. They will include word attack skills ie. using the picture, looking at the sounds they know, using 'Fred Talk' as a strategy to sound out words, breaking the words into syllables and reading on for meaning.
- Fluency is an important skill that you can model.
- Finally discuss the book with your child – ask questions that are literal (ie. that can be found on the lines in the book) and inferential (not written in the book – between the lines) for example, who, what, where, when and why questions.
- However, most important of all is to make these reading sessions fun, an enjoyable experience. If it becomes onerous or an ordeal in any way – abandon that session. Good readers are people who love reading.
- Remember this book should be easy.

## ENGLISH AT SCHOOL

- **Early Years Approach is used**

- At the beginning of the year, we focus on the Read Write Inc phonics approach. The letter sounds are introduced and cued articulation is incorporated. We build on their existing knowledge with activities that also assist with writing formation and fine motor skills.
- The 'cued articulation' is a set of hand cues introduced by Jane Passy. It is a physical representation of the body processes involved with a particular sound. It assists with the motor planning.
- The students will complete activities targeted at their Individual Learning Goals, therefore, not all students complete the same activities during the week.
- The Take Home Book is approximately 2 levels below the books your child will read with the teacher. The purpose of the Take Home book is to promote reading, to practise the strategies taught at school and to discuss what they have understood from the book. At Vermont Primary School there is high parental involvement in supporting our reading program. Class parents organise rosters for parents to change books and listen to children read daily. This team work with the school contributes to the high levels of achievement in Literacy.

## WRITING

- **Letter formation is the main focus at the start of the year.**

- We focus on a new letter each day, their starting points, writing posture and pencil grip.
- Recounts, narratives and procedural are some of the genres that are covered in whole class, modelled or shared writing.
- **We use a mixture of the early years approach with writing and whole group focus**
  - The teacher will sit with one group and really focus and guide the children as they work.
  - Other children will be completing their work independently.
  - The whole class come back together at the end to share their work.
- **The lessons start with an introductory activity aimed at improving writing skills**
  - A variety of resources are used to introduce a skill eg, Interactive Whiteboards, games and books. Skills such as using capital letters, learning about using nouns and adjectives in their writing are developed over time.
- **At the end of the session, children are asked to reread their work and later in the year are encouraged to edit it**
  - Editing will include looking to see if they have included a capital letter and full stop at the beginning and ending of sentences.
- **ICT and Writing**
  - The students have the opportunity to learn how to use a variety of programs to present their writing. This will be during their ICT specialist time and within the class using the resources we have available.
  - These texts look at various modes such as sound and movement.

## SPEAKING AND LISTENING

- Children practise their speaking to the class once a week through Show and Tell and during sharing time. We encourage parents to ensure that their child brings an item on their Show and Tell day. Topics are listed in the weekly Level Newsletter. Sometimes it is good to practise at home.
- There is also a focus during reading – the ability to retell what they have read and answer questions.
- Speaking and Listening focuses on general communication skills such as turn taking, listening, questioning, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

## Mathematics

- The Victorian Curriculum Strand for Mathematics in the Foundation Year are:
  - **Number and Algebra** – Number and Place Value, Patterns and Algebra
  - **Measurement and Geometry** – Units of Measurement, Shape, Location and Transformation
  - **Statistics and Probability** – Data Representation and Interpretation
- At Vermont we are aware of the diversity of learners and the children arrive at school with a range of abilities. Assessments are a major focus in Term One to assist us with identifying each child's learning needs.
- A range of activities that cover the introduction of numbers, open ended activities and involve additional skills such as fine motor skills and problem solving strategies are introduced. As **all students learn in different ways**, the consideration is given to strengths, weaknesses and different learning styles.
- In Term One, the Foundation students have 6 lessons of mathematics a week, with a focus that will run for a fortnight.

This involves working with a teacher, doing hands on activities, working on the computer, playing maths games and completing book work.
- From Term Two, there will be 3 Maths lessons that will take place in targeted learning groups. All students within the level will be placed in a Maths group so that their learning can be targeted and extended more efficiently. Each teacher in the level will be assigned to one group that they will be teaching for the semester. The 2 classroom maths groups will take place in their grades with their class teacher. The teachers will continue to work closely together to ensure each student's needs are met.
- This year each student at Vermont Primary School will have a Mathletics account. This will further the use of Learning Technologies into the Mathematics curriculum in the classroom. We encourage students to also use this at home to support the learning they are doing throughout the week.

## Inquiry

- Our Inquiry units have been developed to meet our 'Whole School' focus of: **HOW CAN I PROTECT MY FUTURE?** The four units planned in our Foundation Level ensure we meet the needs of the students and the Australian Curriculum. The Learning areas of History and Science are incorporated. We also integrate Literacy and Numeracy where possible.
- This year our Inquiry Units include:
  1. Creating a Learning Community - This consists of learning about learning.
    - ie. -What do they know about learning?
    - Identifying what is a learner
    - Working out how they learn best

This is the opportunity to teach the children the basics of school life, the rules and requirements of the classroom.
  2. Toys

This has more of a science focus on materials and movement such as pushing, pulling and levers.

### 3. What's My Story?

This has a History focus and looks at who THEY are, their FAMILY and the WORLD they fit in.

### 4. Living Things

This unit has a major science focus and looks at what living things need to survive (food, water, shelter and oxygen).

- ❖ Some of these units will involve incursions and excursions. Details and notices will be provided.

## Science

- The topics covered this year in level 1 will be:
  - Physical Sciences – Toys (moving objects)
  - Earth and Space Sciences – Seasonal Changes
  - Biological Sciences – Living Things
  - Chemical Sciences – Mixing and making

## The Resilience Project

VPS has introduced *The Resilience Project* from F-6 as part of our engagement and well-being program to develop increased engagement and improved mental health. Students will be participating in activities that research has shown will build resilience and happiness. Lessons in the curriculum focus on four key strategies:

**GRATITUDE:** Appreciating what you have, not focussing on what you don't have

**EMPATHY:** Thinking of the needs of others/kindness

**MINDFULNESS:** The ability to be calm, present and choosing what you focus on

**EMOTIONAL LITERACY:** The ability to label out emotions as we are experiencing them

In Foundation, the students will be participating in lessons using the Student Book and some hands-on activities. We aim to reinforce these ideas through using the terminology and modelling this behaviour in the classroom.

## Better Buddies

Foundation students will meet and work with Grade 6 students to assist with their transition into primary school and provide positive role models in the classroom and playground. Both the Foundation and Grade 6 students in previous years have developed and demonstrated greater skills with empathy, self-confidence, responsibility and positive social values.

Throughout the year, Foundation and Grade 6 students get together to share classroom and outdoor activities to build relationships.

***If you have any queries regarding this information provided, at any time throughout first term parents can submit questions to the Team Leaders of each level (via email or your child's teacher). Alternatively you can ask your questions at the Parent Teacher Interviews.***

## Level 1 Specialist Information

### Physical Education – Mr Clinton Walsh

#### **Physical Education Overview**

Vermont Primary School believes that Physical Education should play an integral part in the school curriculum and provide an opportunity for students to develop their physical health and wellbeing. Physical Education seeks to promote lifelong involvement in physical activity and to promote healthy lifestyles among students.

#### **The Physical Education Program aims to:**

- Provide equal opportunities in sport for all children.
- Ensure that as many children as possible are involved in sport.
- Provide an environment that encourages maximum participation.
- Encourage children to work as part of a team.
- Teach children the benefits of sport and keeping healthy, and
- Provide positive experiences that will lead to lifelong participation in physical activity.

#### **National Curriculum Overview**

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content gives students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe. The curriculum also enables students to develop and practice fundamental movement skills through active play and structured movement activities.

#### **Components of the Physical Education Program**

- Fundamental Motor Skills:  
Bouncing, catching, kicking, throwing, striking & dodging.
- Ball handling
- Games
- Dance
- Gymnastics

#### **Helpful Information**

- Students are encouraged to bring a drink bottle to Physical Education.
- Students are required to wear non marking runners in the school stadium.
- Please inform me of any medical or health related issues that may impact your child's ability to participate in Physical Education.

#### **Parent Assistance**

Many aspects of the Physical Education program require the assistance of parent helpers. Programs and events such as the Perceptual Motor Program and the Junior School Tabloid Sports Carnival would not be possible without the support of parents. Your support and assistance is greatly appreciated.

#### **Working with Children Card**

Parents wishing to assist with the programs outlined above will require a current Working with Children Card. For further details on how to apply for a Working with Children Card please contact the school office.

## Digital Technologies – Peta Jenkin

Students in Foundation have a 40 minute dedicated session in the Digitech lab each week. Digital Technologies will be closely linked to the Inquiry topic for each term as well as being integrated with the literacy and numeracy program.

With their own individual computer in the lab, Foundation students learn the safe use of ICT tools, the correct way to sit at the computer and how to appropriately handle equipment. They learn the correct names of Digitech equipment and become familiar with the computer desktop. By using programs, such as Paint, 2DoltYourself, Word and Coding, they develop the necessary skills to plan and present their work in a digital manner.

Digital Technologies places a greater emphasis on computational thinking (problem solving) and algorithms (a sequence of steps for carrying out instructions). To this end, the students will also be involved in game making and basic programming using 2DoltYourself and Code.org. They will go through the process of defining, designing, implementing and evaluating their products at a Foundation Level.

As with all other Levels across the school, the use of Interactive Whiteboards, iPads and other technological resources is extensive in Foundation, where these ICT devices are used to enhance and enrich student learning and provide students with exciting, hands-on, tactile ICT learning experiences.

## Performing Arts – Mr Travis Fraser

The main objective of the Performing Arts program in Foundation is participation to build confidence. The curriculum will cover the following aspects:

- Basic rhythm patterns which they will learn to count and repeat
- A variety of percussion instruments as well as tuned percussion instruments will be used to explore sounds, accompany storytelling and play along to a beat or rhythm
- Students will learn about key musical elements such as beat, rhythm, pitch, dynamics and tempo
- Basic dance moves and simple role playing

Soiree Concerts which highlights the musical talent of our students will be showcased in the school stadium. This year the Junior Students (Foundation-Yr3) will hold their Soiree in Term 2 and the Senior Students (Yr4-6) will have their concert in Term 3. These concerts will feature music groups such as the Choir, Orchestra and Rock Band. There will also be various solo and small group performances.

## Visual Arts – Mrs Christine Mulvany

Students attend a forty minute Visual Arts Lesson in the art room each week. They need to wear their own smock to protect their uniform when working in the art room. **Their name needs to be clearly visible on the front of the smock.**

In Foundation the Visual Arts program has an emphasis on the safe exploration of a wide variety of materials and tools and the introduction of Visual Art elements and principles. Students also share thoughts about their own work.

The role of Visual Arts Specialist is again being shared between Mrs. Mulvany, who works Mondays, Tuesdays and Thursdays and Mrs. Simpson who works Wednesdays and Fridays. Foundation classes are with Mrs Mulvany on Thursday.

## **Indonesian - Bu Smith (Mrs Smith)**

***Selamat datang*** welcome to our new students who are learning Indonesian for the first time. Students undertaking Indonesian lessons will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities and authentic sources. This will enable our students to not only learn about the language but also to develop an intercultural understanding and foster global communication which in turn develops greater tolerance and appreciation of others.

Learning a language fosters students' ability to think and reflect, develop mental flexibility and problem solving strategies. It offers students the opportunity and the ability to develop interpersonal skills and to practise higher order thinking skills in a meaningful context.

Students from Foundation through to Year 6 attend one 40 minute lesson of Indonesian each week. They will begin to use and respond to the language of Indonesian in the classroom, relating the language to what they see, hear and touch, and to topics related to self, home, family and other classroom activities.

Through greetings, songs, stories and games, students become familiar with the sounds of the language and clusters of words, and practise using the language. From the beginning, they hear words, phrases and basic sentences in use. Students are introduced to concrete language with repetitive patterns, and develop strategies for memorisation and comprehension. Students are immersed in hearing the language and will be encouraged to participate in gestures, role play, singing, rhymes, activities, conversing (for example, repeating teacher models, asking and answering scaffolded questions and identifying objects and pictures related to stories, songs, visual and other stimulus material).

Hearing the language in real communication contexts, in extended but simple stretches will enable the students to gradually use it themselves.