

# MENTONE PARK PRIMARY SCHOOL

## Foundation Newsletter

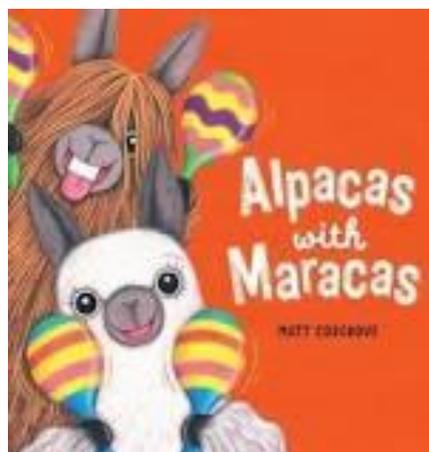
Term 2, Week 7

### WHAT'S NEW?



It has been another very busy and fun couple of weeks in the Foundation area. The children have been participating in a range of assessments which help to inform our reporting. The reports will be sent home on Tuesday 25<sup>th</sup> June and the parent/teacher interviews held on Wednesday 26<sup>th</sup> June. If you have already had a meeting with us in the last few weeks, we would love to touch base again in the 2<sup>nd</sup> last week of term.

The children enjoyed the National Simultaneous Story where they joined children in other year levels – they were teamed with their buddies – and, after listening to ‘Alpacas with Maracas’, completed a range of activities.



The children have been having fun participating in a number of science activities in Discovery this week. They have looked at 'Water Walking', Celery and Dye and Popping Corn. Next week will see the children looking at the water cycle and 'making a cloud in a jar'.



The children also enjoyed an afternoon with the Life Ed Van educator, Janet, revisiting the traits that make a good friend and learning to read 'body signs'. This involved recognising what happens to your body when you feel happy, frightened and confident or experience other emotions.





## IMPORTANT DATES

<b>Friday 7<sup>th</sup> June</b>	Whole School House Sports Day
<b>Monday 10<sup>th</sup> June</b>	Queen's Birthday
<b>Tuesday 18<sup>th</sup> June</b>	Fizzics Science Invisit
<b>Friday 21<sup>st</sup> June</b>	Multicultural Day
<b>Saturday 22<sup>nd</sup> June</b>	Disco – Preps – Grade 2 – 5:00 to 6:15 Working Bee
<b>Thursday 24<sup>th</sup> October</b>	Art Show
<b>Sunday 17<sup>th</sup> November</b>	Kingston Colour Run

## LEARNING ZONE

In **READING** we have continued to share quality texts to engage the children in examples of wonderful, emotive language. The children continue to practise identifying the main events and characters, and recognising the beginning, middle and end of a story. Their comprehension skills are building as they are exposed to ideas that make them think beyond the text. The children continue to work in **Guided Reading** groups where their individual needs and strengths are supported.

During **WRITING** these past weeks we have continued modelling narratives. Some children have elected to 'have a go' whilst others continue to choose to write recounts of their personal experiences. Although we encourage all children to have a go at narratives we believe that the children will not write from the heart if we impose a genre. We continue to expose the children to a range of writing genres including report writing, narratives, recounts of a read story and poetry. The children are also shown rich writing where we use

a photo or picture, such as a boy with a deer, and then brain storm words and phrases. We then model a paragraph so the children 'feel' the photo through words, including those that the children have contributed. This approach is part of the '7 Steps to Writing Success' program which is being introduced to MPPS. It works alongside the authentic Writer's Workshop model which we use passionately in the foundation area.

As we believe **phonics** underpins learning to read and write we continue to encourage the children to practise their **sounds** and the M100W. Children who are confident in their sound knowledge have also been introduced to **digraphs** (2 letters making 1 sound) such as ch, sh, th, ay, ar. These same children have also been taught split digraphs where the bossy 'e' is making the vowel say its name – a-e (hat, hate), i-e (kit, kite), o-e (not, note). The children are also learning about blends such as 'bl' in blue, gr in green.

In **MATHS**, we have been revisiting addition and continue to use the 'Warm Up' to further develop counting skills (with one to one correspondence a focus), knowledge of 'Friends of 10' (1 and 9, 2 and 8, 3 and 7) and doubles (1 and 1, 2 and 2). In addition some children have been using concrete materials and counting all, others are beginning to count on whilst some children are using mental strategies to solve number stories and problems. Children are being supported at their point of need, and moved towards the next step to become confident and proficient in solving addition tasks. We have also been exploring place value, for example learning that 17 is made up of one ten and 7 more or little ones.



### ON GOING INVITATION

This term we would like to invite parents into the classroom during literacy times to assist small groups of children with their learning. If you would like to assist, please fill in the timetable that is in the 'walkway' between our 'discovery' and 'formal learning' areas. (Parents will require a WWCC. Unfortunately siblings are unable to attend during these sessions.) If you have a spare 15 minutes or so, we continue to encourage you to come and listen to the children read their take-home books from 9:00 to 9:15ish Monday, Tuesday, Thursday and Friday - siblings are most welcome during this time.

## REMINDERS

We have become concerned at the number of children whose parents or carers take them on a short cut to the footpath through the teacher's carpark. This is very dangerous. The

children know this area is out of bounds and may become confused by mixed messages. For the sake of your children's safety, please exit using the pathways and gate.

Please note that parents, grandparents or carers are not to park in the Staff Car Park without prior permission from the Principal.

- Can we please ask that students **only drink water at school** and bring **two fruit** (fresh/raw) breaks each day
- We have a '**no nuts**' rule for our classroom including peanut butter
- Being a 'healthy-eating school' we ask that **lollies** are not brought to school, instead kept as a nice treat for home time.
- If your child is having a birthday and you would like to bring something in for the class to help us celebrate the very special occasion, could you please just bring **one item per child** and remember our 'no nuts' rule
- Please return the **2019 Payment Summary Sheets** to the office or the classroom as soon as possible
- We always welcome parent/family helpers in the classroom. If you are interested, please ensure you provide a copy of your **Working with Children Check** to the office. More information can be found at: <http://www.workingwithchildren.vic.gov.au/>
- **Take Home Books** - Could you please ensure your child is reading their Take Home Book every night and that you sign their Reading Journal? We also encourage you to continue to read picture/chapter books to your child on a daily basis to really instil a love of reading. Daily reading is essential to help your child improve their reading ability and oral language! Thank you for your support
- **No Trash Tuesday and Thursday** - Thank you to the parents who are ensuring their children have 'no trash' in their lunch boxes on Tuesdays and Thursdays. Our Green Gang would be very proud of you! Let's keep trying to reduce the amount of plastics we use and bring to school!
- **Helmets** - Please ensure that all students wear **helmets** if they are riding or scooting to school. If students are not wearing a helmet, they risk serious injury in the event of a crash.