



FOUNDATION

TERM 1 NEWSLETTER

READING AND VIEWING

In Term 1, Foundation students will begin building strong early reading behaviours. They will focus on concepts of print, including directionality, spacing, capital letters, and full stops. Students will practise comprehension strategies such as making text-to-self connections, predicting, and identifying key ideas in texts they listen to and read. Phonics will be explicitly taught through the Little Learners Love Literacy program, where students will develop letter–sound knowledge, blending and segmenting skills, and early decoding strategies. These skills will support students to read simple words and sentences with increasing confidence. During guided reading, students will work towards individual reading goals while developing fluency and accuracy.

WRITING

In Term 1, students will focus on building the foundations of early writing by constructing simple sentences using high-frequency (golden) words and strong verbs. They will practise forming complete sentences with a capital letter at the beginning and a full stop at the end, while consistently using finger spaces between words. Students will begin expanding their ideas using sentence starters such as “I can...” and “I can and...”, helping them add more detail to their writing. There will be an ongoing emphasis on correct letter formation, phonics knowledge, and stretching out sounds to spell unfamiliar words. Through modelled, shared, and independent writing opportunities, students will gradually build confidence, independence, and writing stamina.

SPEAKING AND LISTENING

In Term 1, students will continue developing essential speaking and listening skills that support both learning and social interactions. They will practise following multi-step instructions, taking turns in conversations, and listening respectfully to others without interrupting. Students will learn to ask relevant questions, share their ideas in complete sentences, and speak clearly so others can understand them. They will also begin to recognise how language changes depending on context, such as when speaking to peers, teachers, or family members. Through class discussions, partner work, and whole-group activities, students will build confidence in expressing their thoughts and responding thoughtfully to others.



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NUMERACY / MATHEMATICS

In Term 1, Foundation students will build strong foundations in number and early mathematical thinking. Students will focus on developing place value understanding through counting, representing and comparing collections to at least 20. A key emphasis will be on “trusting the count”, subitising collections to 5, and explaining their thinking when quantifying and comparing groups. Students will explore additive thinking by partitioning and combining numbers to 10 using part–part–whole relationships. They will engage in practical addition and subtraction tasks using hands-on materials such as fingers, tallies, dice, dominoes and counters to represent real-life situations, including simple financial contexts.

Measurement concepts in Term 1 will focus on time and calendar awareness, including days of the week and sequencing events. Students will also begin developing early algebraic thinking by recognising patterns and understanding how numbers can be represented in different ways. Throughout the term, learning will be supported through concrete materials, visual models, discussion, and explicit teaching of key strategies to build confidence and mathematical reasoning skills.

INTEGRATED STUDIES

In Term 1, students will explore the inquiry topic “What makes me special?” as they begin their learning journey in Foundation. They will reflect on their personal strengths, interests, and qualities that make them unique, building confidence and a positive sense of identity. Students will learn about school values, routines, and expectations, developing an understanding of what it means to be a respectful and responsible learner. They will practise following classroom routines, demonstrate positive behaviours, and understand their role within the school community. Throughout the term, students will also explore the diversity within families and communities. They will identify and describe ways in which culturally and worldview diverse individuals and families live, recognising similarities and differences and learning to appreciate and respect others. Through discussions, shared activities, and personal reflections, students will develop a sense of belonging and understanding of the world around them.

Foundation Classroom Teachers 2026:

FOUNDATION A: Emili V-O’Sullivan

FOUNDATION B: Blessie Ann Arnoco

FOUNDATION C: Amy Stead-Hecker

