

FOUNDATION TERM 4 NEWSLETTER

READING AND VIEWING

This term, we will continue to build our students' confidence and independence as readers through a range of engaging narrative, informative and digital texts. Students will develop their comprehension skills by making predictions about what might happen next, using the title, front cover and beginning of a text to support their thinking. We will explore visualising, encouraging students to create pictures in their minds as they listen to and read texts and describe what they can see, hear and feel. Students will learn to use information from the text to explain their mental images and share how their thinking may be similar to or different from their classmates. They will explore the features of informative texts, including how they are different from narrative texts. Students will look at the purpose of each text and how images and information help us understand what we are reading. Through class discussions, T-charts and Venn diagrams, students will identify similarities and differences between different text types. Students will make connections between texts and their own experiences, including engaging with stories from a range of Australian and world authors and illustrators. Alongside our comprehension learning, students will continue developing their foundational reading skills through phonics, high-frequency words and reading daily.

WRITING

This term, students will continue developing their writing skills by writing for a range of purposes and exploring different types of texts. We will begin by writing sentences about personal experiences before moving into information texts, where students will learn to share simple facts and information. Students will also create labelled diagrams and write about their learning from our Science and Inquiry experiences, helping them understand that writing can be used to record and communicate what we have discovered. Students will explore descriptive, procedural and narrative writing. They will use ideas from stories and classroom experiences to create their own writing, while developing their ability to write sentences that make sense. Across the term, we will place a strong focus on editing and improving our writing. Students will learn to check their work for capital letters, full stops, spelling and meaning, asking themselves, "Does it sound right?" before publishing their finished work. Phonics and spelling will continue to be embedded into our writing, with students applying their growing knowledge of sounds and letters to their independent writing.

SPEAKING AND LISTENING

This term, we will continue developing students' confidence and skills in speaking and listening across all areas of their learning. Students will be encouraged to expand their vocabulary through conversations with their teachers and peers, as well as through stories, informative texts, images, objects and hands-on learning experiences. Students will practise predicting and explaining their thinking, using sentence stems such as, "I think ___ will happen because ___." They will describe and compare objects, characters, experiences and mathematical materials, explaining how things are the same or different. Students will develop their ability to explain observations and share information using complete sentences and topic-specific vocabulary, particularly when discussing our Reading and Inquiry learning. Asking and answering questions will be an important part of our classroom conversations. Students will make connections between texts, classroom learning and their own experiences. Through our visualising work, students will describe the pictures they create in their minds and explain what they can see, hear, feel and imagine. Across all learning areas, students will be encouraged to share their ideas, listen respectfully to others and reflect on what they have learned using increasingly specific vocabulary and complete sentences.



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NUMERACY

In Mathematics, students will continue developing their number sense, mathematical language and problem-solving skills through hands-on and practical learning experiences. We will explore how to compare collections, using counting and other strategies to determine which group has more, fewer or the same amount. Students will continue working with numbers from 10–20, developing their understanding of quantities, number names and representations. They will explore addition and subtraction through practical situations using physical materials, drawings and counting or subitising strategies. We will investigate grouping and sharing, giving students opportunities to make equal groups and explore how collections can be shared fairly. Students will explain their thinking and show how they worked out their answers using materials and mathematical representations. Our learning will also include data, measurement and location. Students will collect, sort and compare data, explore attributes such as length, capacity, mass and duration, and make direct comparisons between objects. We will develop students' understanding of position and location by describing where people and objects are in relation to one another. Throughout the term, students will be encouraged to explain their mathematical thinking, use mathematical vocabulary and become increasingly independent when solving problems.

INTEGRATED STUDIES

This term, our Inquiry learning will focus on Sound and Light. Students will begin by exploring the sounds they hear in the world around them and identifying different sources of sound. They will investigate how sounds are made through actions such as hitting, tapping, shaking and plucking. They will become "Sound Scientists" as they experiment with different objects and actions to discover the many sounds they can create.

Students will investigate the difference between loud and quiet sounds and explore high and low pitch. They will experiment with changing their actions and objects to see how they can change the pitch or volume of a sound. They will also investigate how sound energy can affect objects and make observations about what happens when sounds are produced.

Later in the term, students will explore light and shadows as they are introduced to our final shadow puppet challenge. They will investigate how light creates shadows and how objects can block light. Students will then work together to create characters, plan a simple story and choose sounds to match different parts of their performance. They will rehearse their shadow puppets and sound effects, intentionally using pitch and volume before presenting their final shadow puppet story to an audience.

