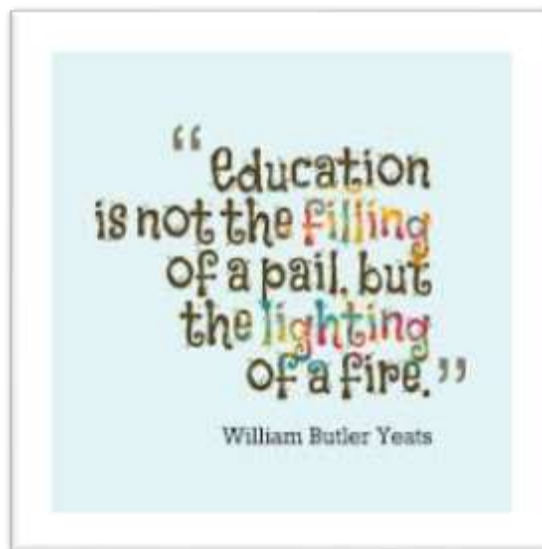




Aspendale Primary School

Foundation Curriculum Information Booklet 2020



Foundation Teachers
Jack Powell, Freeman Smith, Ebony Nijenhuis & Lucy Warner

FOUNDATION YEAR PARENT INFORMATION

LITERACY

At Aspendale Primary School we provide daily Literacy sessions, with explicit reading, writing, speaking and listening focused activities.

Whole class reading, independent reading and guided reading with a teacher are all integral components of our reading program. We focus on developing the skills and strategies required to read for meaning. Through our writing program, we explore the fundamentals of written expression through the key areas of Vocabulary, Openers, Connectives and Punctuation, as well as explicit teaching of grammar, word study and letter formation. 'Talk' is an essential element of our literacy learning. Students are provided with regular opportunities to develop skills in speaking and listening through share time, reporting, whole class and small group discussions and circle time (incorporating our wellbeing program).

Our spelling program has been developed to aid the children to become strategic spellers and incorporates the following 4 elements: Visual – recognising the shapes of letters and words, the combinations that look correct. Phonological – recognising different sounds in the English language and the letters that can commonly make those sounds. Morphemic – how words change form, meaning and spelling. And finally, Etymological – looking at the origins of words.

Many of our English explorations are based on ideas that emerge during our PYP inquiry topics.

Activities to support Literacy Learning at home:

- Writing a shopping list
- Following a recipe
- Making a model
- Preparing invitations
- Sending greeting cards
- Telling jokes
- Preparing thank you notes
- Doing crosswords and puzzles
- Making up menus
- Playing board games, read the rules
- Listening to children's albums in the car
- Singing songs
- Reading books and talking about the story
- Reading signs
- Reading labels and instructions
- Writing letters to relatives
- Calling friends and relatives on the telephone
- Talking about the news

MATHEMATICS

At Aspendale Primary School we provide a daily Maths session. Maths sessions may begin with a warm up game to develop number fluency, followed by a whole class introduction/exploration. The children then work through practical activities and tasks to further their understanding of the concept being explored. Children work individually, in ability groups and mixed ability groups.

There is reflection time for children to discuss strategies and any new understandings. Our main teaching focus at this level is 'number', as this is the basis for all aspects of numeracy. The explicit teaching of 'number' allows for students to confidently work with numerals – moving away from the shallow teachings of the past, where rote learning was the way students learnt and practised their skills. We focus on conceptual learning in place of memorising facts to 10 and 20, through the thorough exploration of these numbers. We focus on three areas of maths; Number and Algebra, Geometry and Measurement, and Statistics and Probability. Throughout every session we encourage children to communicate the strategies and tools they use to work through the tasks. The language we use is very important and linked specifically to the developmental process of students learning in number.

Activities to support Mathematical understanding at home:

Maths is everywhere! We are 'doing maths' all the time without even realising it. Here are some ways to show your child that Maths really is all around them!

- Let children help with the shopping – discuss prices, weights, quantities etc.
- Encourage your child to help with the cooking, weighing and measuring ingredients, keeping check on the time
- Talk numbers when completing daily tasks such as setting the table – how many plates will we need, etc.
- Discuss different ways of buying food – loaves, litres, kilograms
- Explore the calendar regularly – discuss dates, months, seasons
- Tell the time – have a clock on view and discuss different times in a day in relation to real life events – bed time etc.
- Discuss clothing and shoe size
- Talk to children when building with constructions materials – how high, how many, what colours etc.
- Talk about and explore different money

Remember – the language you use is important – empty, full, less than, more than etc.

I.C.T. - Information & Communication Technology

There is a strong focus throughout the school on using ICT within our curriculum. Students will have access to ICT for Literacy and Numeracy activities, Inquiry sessions and specific ICT lessons.

All classrooms are fitted with interactive whiteboards, which students and teachers are using regularly throughout the day, launching lessons into an engaging, dynamic and interactive format for the whole class or small groups.



International Baccalaureate – Primary Years Programme (PYP)

‘Preparing students to be active participants in a lifelong journey of learning’



Aspendale Primary School is an accredited **International Baccalaureate (IB) World School**. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision.

What is the IB Primary Years Programme?

The Primary Years Program (PYP) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using the knowledge and skills derived from 6 subject areas (mathematics, language, arts, social studies, science and personal, social and physical education) as well as transdisciplinary skills, with a powerful emphasis on inquiry.

The PYP is flexible enough to accommodate the requirements of the **Victorian Curriculum**.

The IB Primary Years Programme

- addresses students’ academic, social and emotional wellbeing
- encourages students to develop independence and take responsibility for their own learning
- supports students’ efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes. These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

PYP 6 transdisciplinary themes:

Who we are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

How we express ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment

Sharing the planet

Inquiry into the rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationship with and between them; access to equal opportunities; peace and conflict resolution.

These transdisciplinary themes help teachers develop a program of inquiry- investigations into important ideas, identified by the school and requiring high level of involvement on the part of the students.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved in their education.



The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The learner profile sits at the center of the PYP.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

APS Mission and Vision

Learning for Life describes our **vision** to ensure that every student is equipped with the transferable knowledge, skills and understanding necessary to thrive in a rapidly changing and globally connected world.

Our **mission** is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at our primary school.

We aim to develop lifelong learners who care for themselves, others and the community around them, and actively contribute to a more sustainable and peaceful world.

Our Core Values of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact at Aspendale Primary School.

For further information about the IB and its programs, please visit www.ibo.org

Or see Helenor Regester - Aspendale Primary School's PYP Coordinator

(regester.helenor.h@edumail.vic.gov.au)

Foundation Inquiry Units 2020

Who We Are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central Idea:

There are many ways to care for ourselves

Key concepts:

Connection, Causation

Approaches to Learning:

Social, Communication, Self-management

How We Express Ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea:

Stories are told in a variety of ways for different purposes

Key concepts:

Form, Function, Perspective

Approaches to Learning:

Social, Communication

Sharing the Planet

Inquiry into the rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationship with and between them; access to equal opportunities; peace and conflict resolution.

Central Idea:

The waste we produce and what we do with it impacts our environment

Key concepts:

Causation, Form, Responsibility

Approaches to Learning:

Research, Communication, Self-management, Social

How the World Works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central Idea:

Living things live in different places where their basic needs are met

Key concepts:

Causation, Change, Connection

Approaches to Learning:

Research, Thinking, Communication

How We Organise Ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment

Central Idea:

People have different roles and follow rules in a community

Key concepts:

Responsibility, Function




Approaches to Learning:

Social, Communication, Self-management

HOMEWORK

In Foundation, children are expected to bring their home reading folder to school each day, and to read regularly with and to their parents. We encourage children to read a variety of school books, library books and their own books. It is recommended that children in Foundation read and share books for at least 15 minutes every day. Up to 20 minutes is ideal. Reading aloud to your child and having your child read to you develops a love of books and stories, extends imagination and vocabulary, models oral expression, demonstrates different language structures and styles of writing, and is a great activity to do at bedtime or other quiet times.

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Hagy and Korman, 1992.)

WANT TO BE A BETTER READER? SIMPLY READ.

REPORTING TO PARENTS

There are two formal written reports that come home during the year at the end of Semester 1, and the end of Semester 2. There is also an Interim Report at the end of Term 1. We also have a three-way conference between teacher, child and parent at the end of Semester 1 to celebrate and share the wonderful learning of your child.

Wellbeing

The following programs and strategies are incorporated into our curriculum to teach social skills, develop resilience.

- Weekly class session of APS Kids are Global Kids.
- Timetabled Respectful Relationships lessons.
- Classroom agreements at the beginning of the year and revisited at the beginning of each term.
- Enrichment Clubs
- Circle time
- Restorative Practices
- Prep-Better Buddies program
- Year 3 Friends for Life
- Year 6 Transition Program
- Year 5/6 Sexuality In the classroom
- Peer Mediation
- Zones of regulation (Self emotional regulation)

Whole School Social Skills

At Aspendale Primary school we focus on IB PYP attitudes of appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance, passion, these encompass our school values and lead to the development of positive attitudes towards people, towards the environment, towards learning. They are woven into our daily school life and support the wellbeing of the individual and the group.

Circle Time

Circle Time is a structured group situation where students and the group facilitator sit together in a circle. Group meetings are held regularly. They create a safe, risk-taking, trusting, non- blaming environment to speak, listen, share thoughts, explore ideas and interact. Circle time is a way of supporting students, raising their confidence and building their self-esteem. Restorative Practices Refers to the way in which students are asked to think about and take responsibility for their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find the way forward.

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

FLEXIBUZZ & QKR APPS

There are two apps that are used at Aspendale Primary School. **Flexibuzz** is used to communicate with parents and **QKR** is used for school payments and permission slips. Flexibuzz allows parents to receive notifications and important news straight to their devices.

QKR is our school payment app which allows you to pay for school fees, excursions and student lunch orders. It is also how you will sign permission and register your interest in helping for excursions.

Please download both apps from your device's app store.

If you are unable to use the QKR app for any reason, please see your child's teacher.

HOUSEKEEPING/GENERAL INFORMATION

- Please make sure all your things are clearly named - the bigger the better (uniform, hats, art smocks, library bags and reading bags)
- Change of clothes – please make sure a change of clothes lives in your child's school bag – especially a spare pair of underpants!
- Head lice – check regularly and please let your child's teacher know if you encounter head lice and keep home to treat
- Absence – if you are absent from school, please call the office on the day and send a note/email to your teacher
- Late arrival/Early pick up – please make sure your child is signed in and out at the office
- Sunsmart – hats between September and April
- Fruit break – we have a fruit break every day. During this time children are able to have a munch on a small piece of fruit or cut up vegetables. These should be fresh fruit or veggies in their own skin where possible.
- Take in/take out and Nude Food – we encourage Nude Food (no wrappers) in our school and any rubbish that does come in that is not organic will be sent home in your child's lunchbox
- Birthday Celebrations – many children like to bring a treat to share on their birthday. We would appreciate if this is something small and individually portioned to hand out at the end of the day. If you would like for your child to not receive treats for birthdays, please let your class teacher know
- For safety reasons, children are not permitted to ride bikes and scooters in the school yard and directly outside of the school.
- Yard Supervision is from 8:45am – 9:00am and 3:30pm - 3:45pm
- Communication – We are happy to communicate via email and will check them during school hours. We will endeavour to respond within 48 hours. If your concern is urgent, please drop by to make a time to see us.

COMMUNICATION PROTOCOL

The role of the Parent

Good parent-teacher communication is vital to your child's education. A cohesive partnership between home and school will assist your child in developing a positive mindset towards school and learning.



The following set of guidelines is based on the understanding that whenever a question, issue or problem arises, parents have the right and responsibility to contact the school.

Lines of Communication

1. Classroom/Specialist teacher: appointments can be arranged in person, phone or via email.
2. Team Learning Leader: concerns that cannot be resolved through a conference with the teacher, or question/issues relating to the whole year level.
3. Principal/Assistant Principal: concerns that have not been resolved or questions of a more general nature concerning the operation of the school and its programs.

Team Learning Leaders:	
Foundation	Mr Jack Powell
Year 1	Miss Laura Pearce
Year 2	Miss Sarah Burn
Year 3	Mrs Shey O'Brien
Year 4	Mr Steve Gammon
Year 5	Mr Corey Grindley
Year 6	Mrs Mel McGregor
Specialist	
Principal	Ms Coby Larrieu
Assistant Principal/Wellbeing	Mr Tom Pearce
Assistant Principal/Wellbeing	Mrs Helenor Register

Modes of Communication:

Newsletter:

We publish a weekly Tjuringa (newsletter) which is emailed to all families and is also available via our website. This keeps everyone up to date with the latest happenings in the school and the broader educational context.

Emails:

Email communication is used for:

- teachers to send year level information email to parents
- parents to make appointments or notifying teachers of a student absence

Please note that concerns are to be addressed via the 'lines of communication' (face-face/via phone call) **not** via email.

Emails from parents will be responded to within 48 hours, Monday to Friday between 8am and 5:30pm.

If an email is received over the weekend, a response will be sent on the following Monday by 5:30pm.

Flexibuzz:

We use Flexibuzz as our School App. Please remember to subscribe to your child's year level. Flexibuzz is used for sending notifications and reminders.

'Aspendale Primary School- Official' Facebook page:

Our Facebook page is used to keep you informed and highlight some of the activities and events going on in our school.

Sentral:

Sentral is used to publish school reports and to schedule interviews and Student-Led Conferences. You can access the parent Portal in Sentral via <https://sentral.aspendale.vic.edu.au/portal/login>

Qkr:

The Qkr App is used for all school payments (Canteen, fee, extra curricula activities) and excursion permission forms.

Information sessions: Meetings of general interest are held throughout the year and your attendance is encouraged. This year we are hosting an information session about 'Teaching and Learning at APS' (English and Maths focus).

Visual Art



The Art program engages students creatively where students experience printmaking, drawing, painting, ceramics, construction, and also through the manipulation of images using digital technology. The use of art vocabulary is encouraged.

The Art program and the PYP: Artworks throughout the year are often aligned with the PYP Unit of Inquiry studied in their classrooms. The art task will link closely with the concepts and ideas taught in the classroom.

Student artwork: Students experiment with materials, planning their work, and designing and creating their own works of art in their sketchbook. Techniques will be modelled during each lesson; students will experiment with these and develop their own. Art work will be displayed in the Art room and the school where students can gain pride in their work.

Art Smocks: Please ensure your child has a clearly labelled waterproof art smock.

Regular Art practice such as cutting, drawing, manipulating play dough, threading, weaving, 3D building is encouraged to develop both the fine motor control of their hands and their Visual-Spatial ability. Practise at home is encouraged!

Art Folios: Every student has a brown folio to store their finished artwork in the Art room. This is taken home at the end of each semester. Parents are welcome to pop in anytime, before or after school, to take a look at their child's work.

Artists and designers through history: Throughout the year students will be exposed to the work of artists, designers and architects. They will gain understanding of what caused changes in art movements throughout history. Through discussion they will develop an art vocabulary where they learn to reflect and critique artwork, utilising the elements and principles of art.

Media in Art: Students will have a media component of the Art program at some point in the year. Students will be required to bring their devices to the Art room and be looked after and kept safe while they are being used. Students may draw using apps and take photographs which they can manipulate. Our senior students like to bring their devices to Art to look up images as sources of inspiration to use in lessons. We have one iPad in the Art room for students to use if they need it.

Year 6 Legacy Art Project: Toward the middle of Term 3, Year 6 students start planning their legacy Art Project. This usually takes a term to complete and each student takes an active role. They feel a sense of

pride with what they have achieved which is then on display for future years.



Natalie Tideman and Jude Hale
Visual Art teachers



The Performing Arts program provides students with valuable opportunities to explore their creativity through exposure to music, drama, dance and media arts. Students learn to build confidence through risk-taking and gain experience in playing a range of instruments. They also learn to act and dance in several genres and will have opportunities to incorporate technology into their learning.

Performing Arts and the PYP: At various times during the year, Performing Arts classes will follow the same PYP Unit of Inquiry as studied in the classrooms. Where this is the case, performing arts units are designed so that students are exposed to the same concepts from a different perspective.

Performing Arts Projects: Student agency plays an integral role in curriculum design for Performing Arts. The projects students undertake will be heavily influenced by student suggestion, while still maintaining learning requirements, as outlined in the Victorian Curriculum.

Extracurricular Activities: Band and choir play a significant role in the performing arts program. Each week students attend rehearsals to prepare for various performances. In addition, the band plays the national anthem at assembly each week, with the choir singing. Any students from grades 3-6 who are interested in joining one of these groups, are welcome. There will be other activities run at various times throughout the year.

2019 Concert and Production: This year during Term 4, students from Foundation to Year 4 will participate in a concert to showcase their hard work in performing arts throughout the year. Also, students in Years 5 and 6 will participate in a musical production. These events are bi-annual and take place in the school hall. Parents are invited to attend.

Natalie Tideman & Stella Matthews
Performing Art teachers

Mandarin

We will use “AIM” teaching method that uses gesture, music and dance to support language learning. The language will focus on building vocabulary and sentences about class routine, greetings, numbers and self-introduction. We will work on the topics associated with Foundation Units of Inquiry. Students will also be engaged in learning about China and traditional culture such as celebrating Chinese New Year by exploring the story of Nian and the Zodiac Animals.

Hong Ma

Physical Education

Foundation students participate in the Perceptual Motor Program (PMP) during class time with their class teachers. PMP is a planned program of movement that aims to develop physical and motor skills, balance, fitness and hand-eye coordination. It concentrates on the development of perception and language, building confidence through movement and allowing each child to progress at their own rate.

Skill acquisition plays a very large part in the Physical Education program at this level. Each new skill that is taught is broken down into its fundamental parts. These skills are practised to ensure correct technique is executed. Segmenting a motor skill in this way allows for easier implementation of the whole skill for children of this age.

In Year 1 & 2, the Physical Education program is structured to develop the students’ fine and gross motor skills. This mainly entails the development of fitness and acquisition of skills. Students are increasingly shown how the development of fitness components such as endurance, agility and speed can assist in their overall performance. They are made aware of the importance that fitness plays in everyday life.

All students have the opportunity to participate in a four week gymnastics program run by professional coaches from the AspiStars Gymnastics Club.

Katie Scott