

# Foundation to Year 2

Information Session 2026

*Learning without limits*

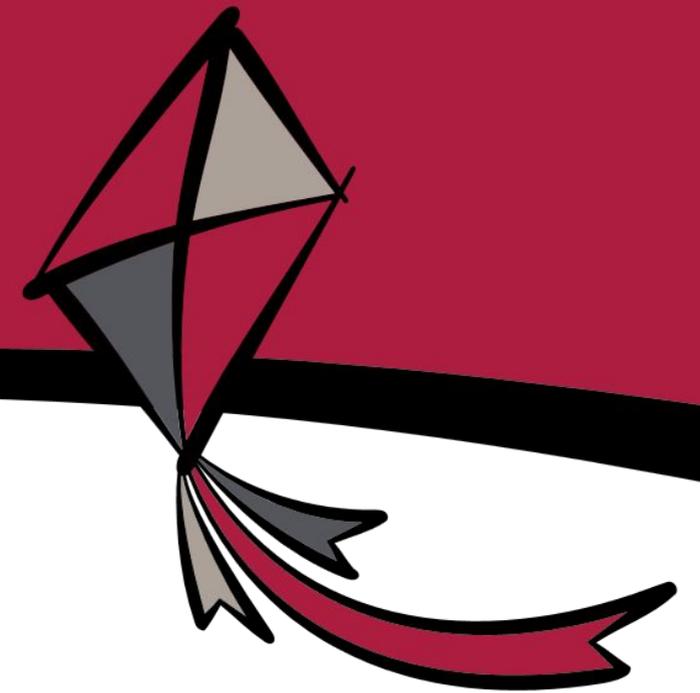
Be curious | Be caring | Fly high | Find joy

**Keelonith**  
Primary School  
Greenvale

**Matt Cook** - Principal

**Samantha Birrell** – Assistant Principal - Teaching & Learning

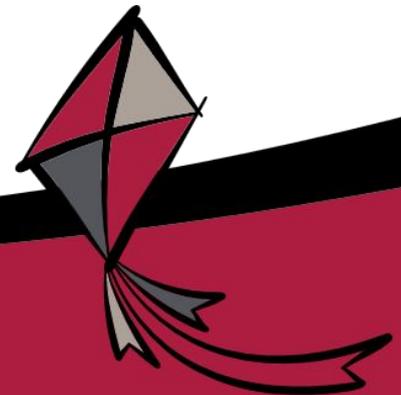
**Jane Black** - Assistant Principal - Student Wellbeing & Engagement



# Acknowledgement

We acknowledge the Traditional Custodians of the land on which we gather, the Wurundjeri people of the Kulin nation. We recognise their continued connection to the land and waters of this beautiful place, and acknowledge that they never ceded sovereignty. We respect all Wurundjeri Elders and Ancestors, and any First Nations people here today.

Keelonith – In Wurundjeri Woi-Wurrung language means *to hear and understand*.



# The team



**Matt Cook**  
Principal



**Sam Birrell**  
Assistant  
Principal



**Jane Black**  
Assistant  
Principal



**Brooke Slopak**  
P-2  
Learning Specialist



**Amanda Trandis**  
2A



**Madeleine Toscano**  
2B



**Lisa Taylor-Jones**  
2C



**Michelle Galea**  
1A



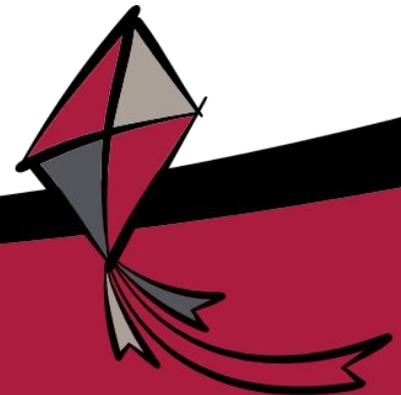
**Seda Duman**  
1B



**Natalie Panesar**  
PA



**Gizem Yurt**  
PB



# The team



**Paula Gaughan**  
STEM



**Heath Yasunaga**  
PE



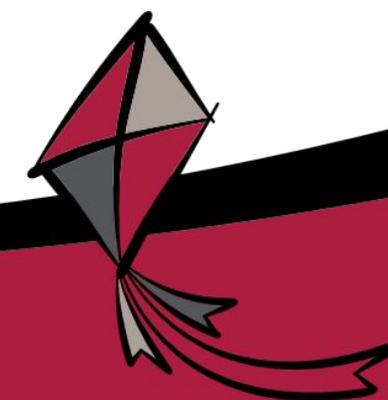
**Nikolina Perkovic**  
VISUAL ART



**Jenny Farrelly**  
PERFORMING ARTS



**Violeta Young**  
AUSLAN



# What to expect in 2026

## Communication through Compass

- School communication
- Excursions & events
- Emails from teachers
- Newsletter fortnightly



## Term Overviews

- Provides information on the focus learning areas & important dates for the upcoming term

## Attendance

- Compass
- Who might call

A colorful poster titled 'YEAR 1, TERM 4 OVERVIEW'. It provides a detailed overview of the term's focus areas and key dates. The poster is divided into sections for English, Earth and Space Science, Mathematics, and Being Healthy, Safe and Active. It includes specific learning objectives, inquiry questions, and a list of key dates from October to December. The design is vibrant with illustrations of a globe, a sun, and various objects.

**YEAR 1, TERM 4 OVERVIEW**

THIS TERM IS ALL ABOUT EARTH/SPACE SCIENCE AND BEING HEALTHY, SAFE AND ACTIVE.

**ENGLISH**

This term in English, we will practise reading, writing and speaking while exploring our two Inquiry topics below. We will learn new vocabulary, break down words into syllables, and use rich literature to improve our retelling skills and recount experiences. Our daily Phonics practice will focus on identifying sounds in words, especially when two letters combine to make one sound (e.g., /oo/ in "moon") and long vowel sounds. We will explore different sentence types and use conjunctions to expand our writing. Each day we will also practise handwriting and reading fluency.

**BEING HEALTHY, SAFE AND ACTIVE**

Our 1st Inquiry Question is:  
**What keeps me safe and healthy?**

We will be learning:

- Why wearing a hat in summer protects us from the sun and helps prevent sunburn.
- What it means to be healthy, including eating nutritious foods, staying hydrated, and getting enough sleep.
- Being active by moving our bodies through fun activities like running, playing sports or dancing.
- How to eat healthy by choosing fruits, vegetables, and whole grains, and limiting sugary snacks.

**EARTH AND SPACE SCIENCE**

Our 2nd Inquiry Question is:  
**What changes do we see in the sky and the landscape during the day and night?**

We will be learning:

- That day and night happen because the sun rises in the morning and sets in the evening.
- A day is 24 hours long.
- The sun is a star and there are other stars and planets in the sky.
- To use a compass to understand directions like North, South, East, and West.
- To name the four seasons and explore the Indigenous Australian's six seasons.
- That Australia is in the southern hemisphere.
- Different types of weather, like sunny, windy or rainy.
- Notice how animals and people change what they do based on the weather.

**MATHEMATICS**

This term in Mathematics we will be learning how to group objects, practise skip counting using a variety of objects and find totals. We will review how to add and subtract numbers up to 100 differently, including using written methods, base ten blocks, and empty number lines. We will focus on fractions by dividing lengths into halves, using materials to make halves of collections and practise sharing items into groups. Reading and interpreting picture graphs to understand quantities and comparisons will be a focus. There will be the opportunity to represent numbers up to 1000 with base ten blocks and learn to break down numbers into hundreds, tens, and ones. Additionally, we'll practise following directions and describing paths on maps. Every day students will practise their mental maths skills during Maths Fluency.

**HOME LEARNING TASK**

Four Seasons Challenge: Students are invited to show their understanding of the four seasons in a creative way! Choose how you want to share your project—through a poster, PowerPoint, model, video, or recording. Show your unique take on the seasons and let your creativity shine!

FROM MISS LILLY, AMANDA AND MISS G.

Learning without limits

Be curious | Be caring | Fly high | Find joy



# What to expect in 2026

## Consistency

- School wide expectations
- Language we use with students
- Use of visuals



TURN AND TALK



WHITEBOARDS



CHORAL RESPONSE



IN YOUR BOOK



CONCEPT/SKILL  
DEVELOPMENT



REVIEW

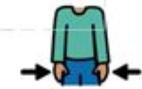


## Keelonith Primary School expectations

At Keelonith Primary School, we strive to be the best we can be.

We do this by:

- Keeping our hands, feet and objects to ourselves



- Using our learning time as working time



- Using the title/name each person likes



- Using appropriate words



- Waiting our turn in conversations and play

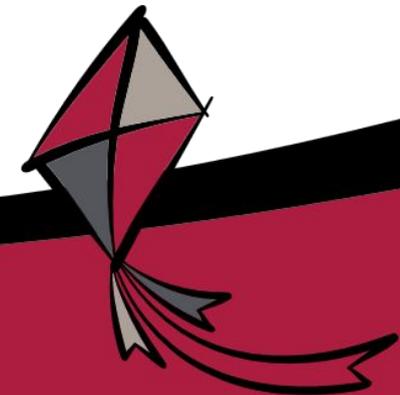


**Learning without limits**

Be curious | Be caring | Fly high | Find joy

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# What learning looks like in Foundation - Year 2

## **CHEER Values:**

**C** - Compassion

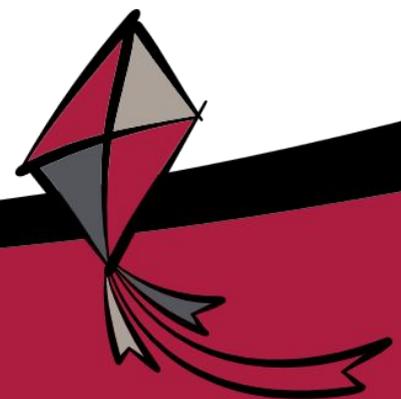
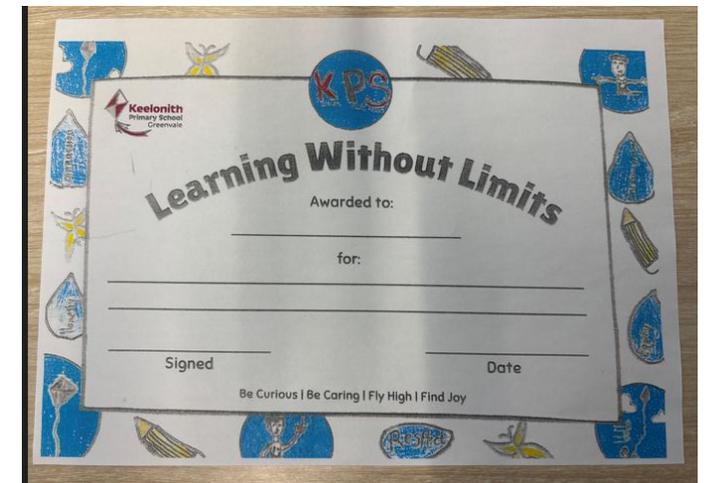
**H** - Honesty

**E** - Equity

**E** - Encouragement

**R** - Respect

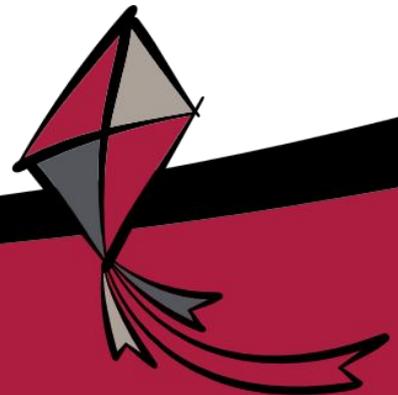
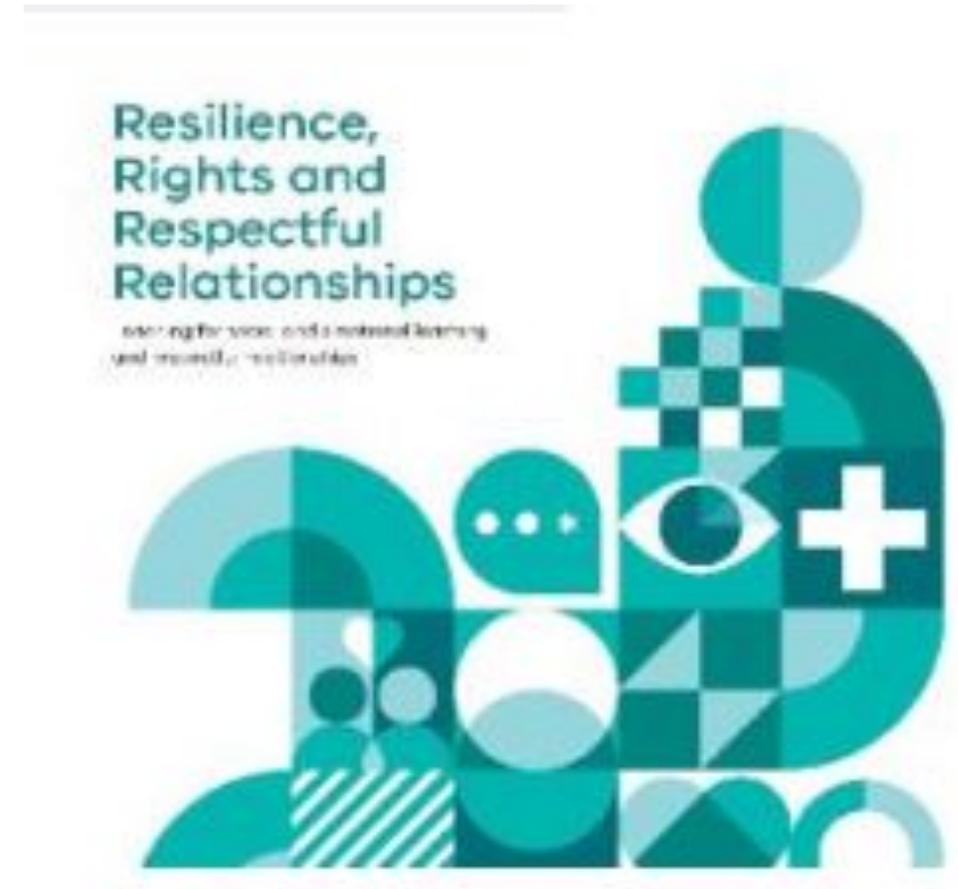
- Awards at assembly
- Acknowledgement weekly via Compass



# What learning looks like in Foundation - Year 2

## ***Social & Emotional Learning:***

- Taught fortnightly
- Resilience, Rights and Respectful Relationships
- Values and expectations reinforced as required



# What learning looks like in Foundation - Year 2

## Learning Launch

- Start of every day
- Includes review of previously taught content in English
- Explicit teaching of Vocabulary for upcoming learning
- Maths problem of the day
- Handwriting



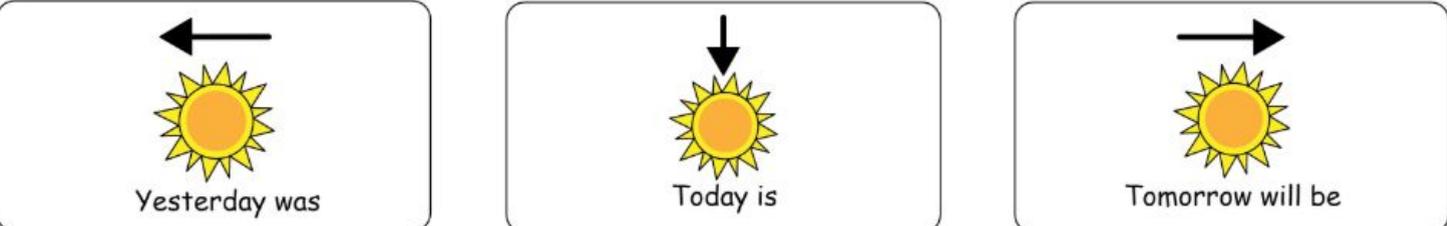
During the Learning Launch we need...



Whiteboard      Marker      Eraser

A purple lightbulb icon is in the top right corner.

Today is...



Yesterday was      Today is      Tomorrow will be

Sunday      Monday      Tuesday

Choral Read

A yellow circular logo with a book icon is in the top right corner.

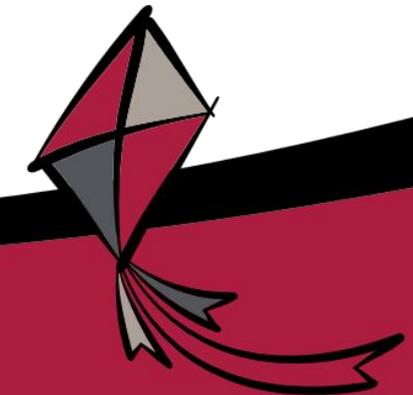
# What learning looks like Foundation to Year 2

## Science/Humanities:

Embedded into Reading & Writing

- we read and write about what we are learning about

CURRICULUM MAP 2026 (YEAR B)																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Foundation			Friendship/Being @ school			Books & Stories		My history		The Weather			Lit Focus			Country & Place		Materials			Lit Focus		What is a map?		Coding			Being Healthy & Safe		Lit Focus		Celebrations						
SEL Lvl F	Taught through Story Champs & Discovery Time															Taught through Story Champs & Discovery Time																						
Level 1	Identity – Community & Being a Learner		Local places & how places change			Lit Focus		What is in the sky?				Lit Focus		Changes in daily life			Properties of Materials		Lit Focus		Being Healthy & Safe			Coding		Lit Focus												
SEL Lvl 1/2	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7					RRRR Topic 8																						
Level 2	Identity – Community & Being a Learner		Lit Focus		Important places			Lit Focus		Solar System			Looking after the Earth		Lit Focus		Changes in Technology		Changing Materials			Being Healthy & Safe		Lit Focus		Coding												
SEL Lvl 1/2	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7					RRRR Topic 8																						
Level 3	Identity – Community & Being a Learner		Australia & its neighbours		Lit Focus		Properties of materials		Lit Focus			Early Australia - The First Australians		Solids, liquids & gases		Lit Focus		The Water Cycle Soil, rocks & minerals		Health & Safety		Lit Focus		Birth of democracy														
SEL Lvl 3/4	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7					RRRR Topic 8																						
Level 4	Identity – Community & Being a Learner		Lit Focus		Captain Cook & The First Fleet			Lit Focus		Properties of materials			The impact of settlement		Solids, liquids & gases		Lit Focus		Local Government		Soil, rocks & Minerals Weather events		Health & Safety		Lit Focus													
SEL Lvl 3/4	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7					RRRR Topic 8																						
Level 5/6	Identity – Community & Being a Learner		Lit Focus		Australian Democracy/Rights & Reform			Lit Focus		States of matter Mixtures & Solutions			Immigration		Lit Focus		Reversible & Irreversible change		Body Systems & Health			Natural Disasters Changing the Earth's surface		Lit Focus														
SEL Lvl 5/6	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7					RRRR Topic 8																						

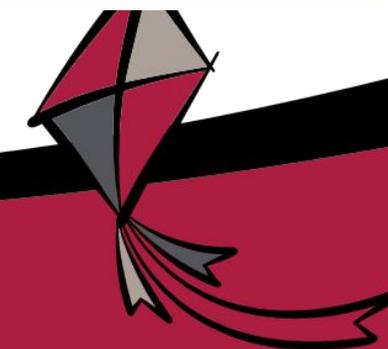
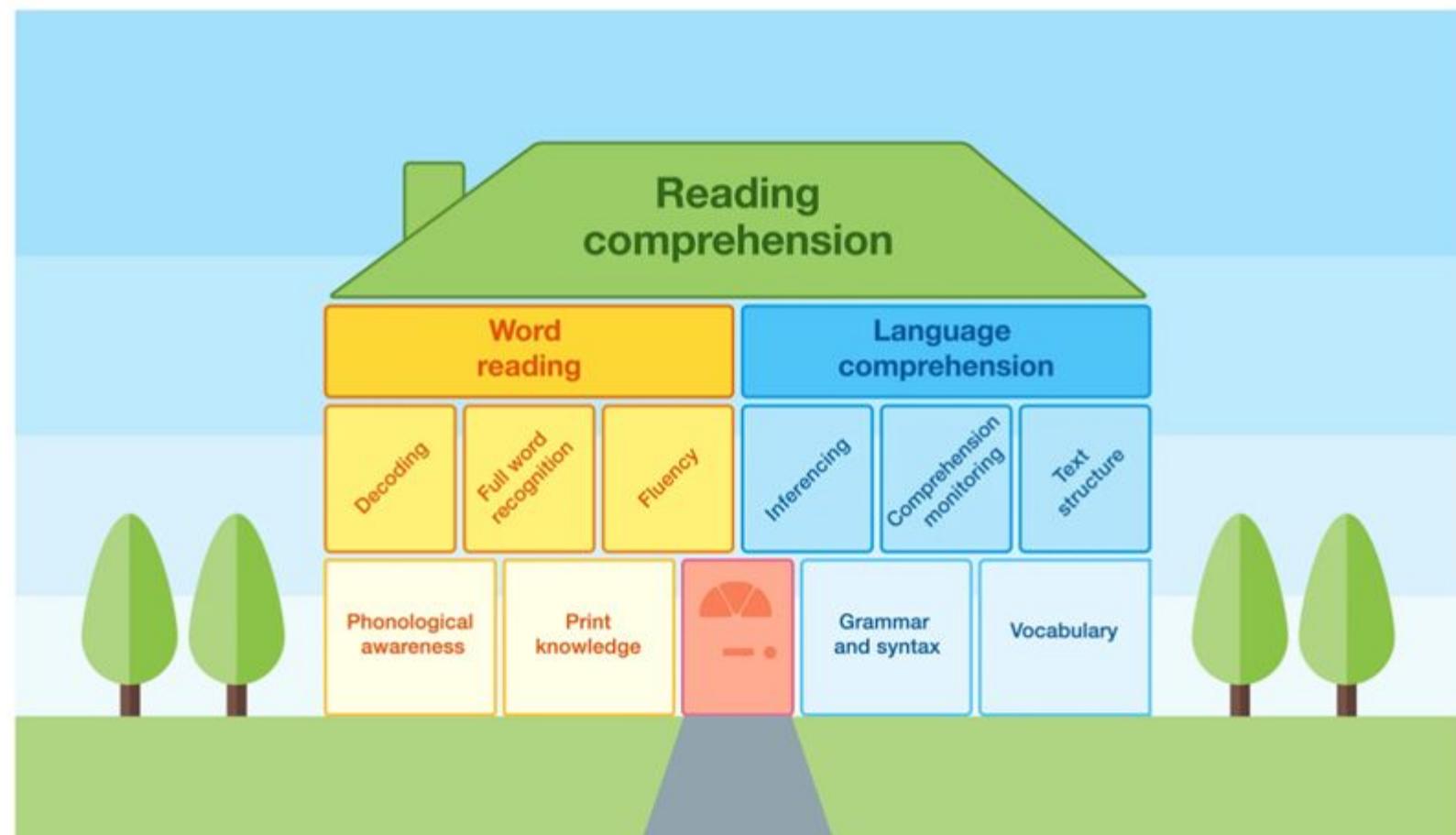


# What learning looks like in Foundation - Year 2

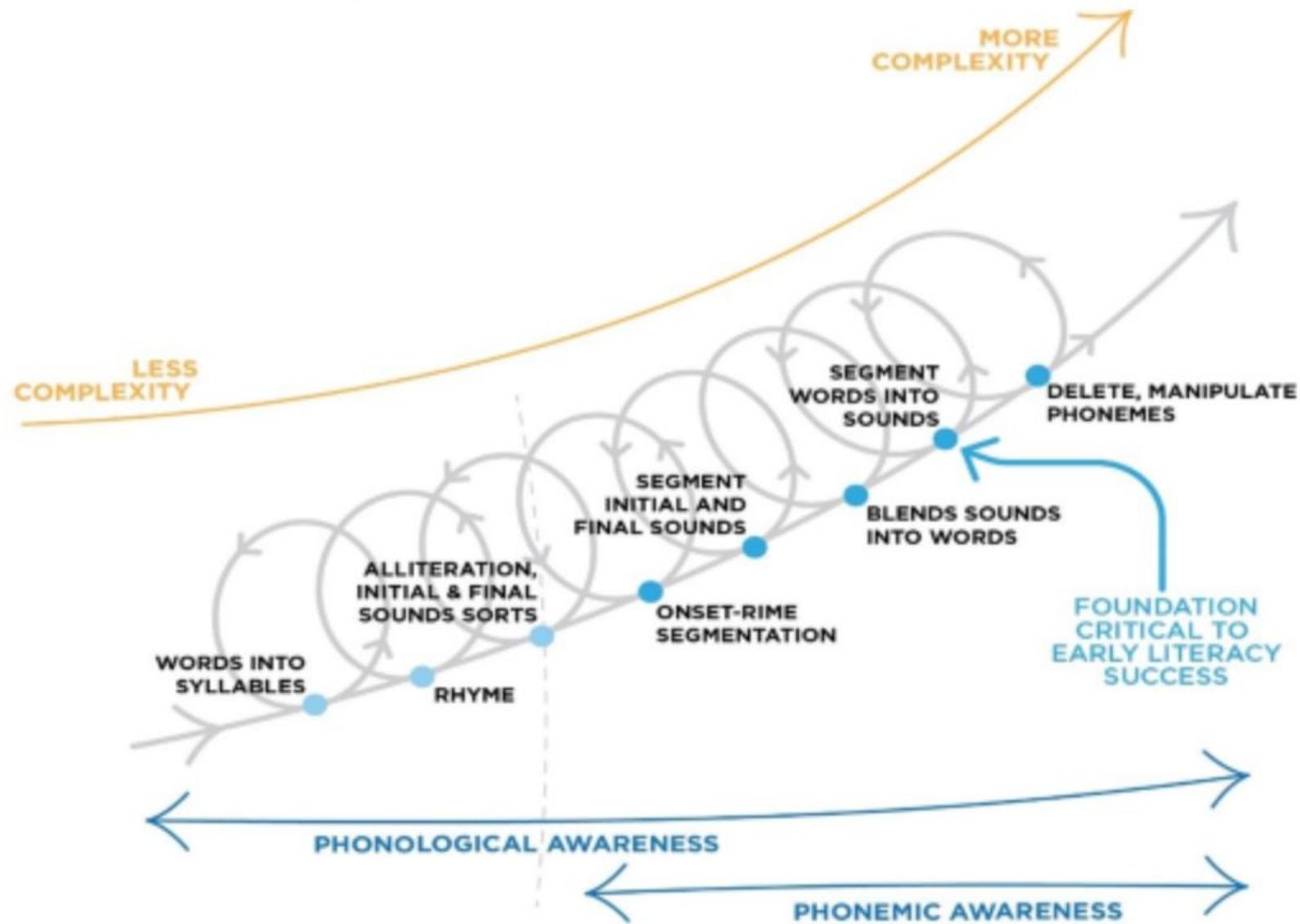
## English

- English skills are complex with reading, writing and oral language skills all linked.
- Learning to Read & Reading to Learn happen together

Figure 2: Reading comprehension—the sum of many parts  
Adapted from Hogan, Bridges, Justice, and Cain (2011)

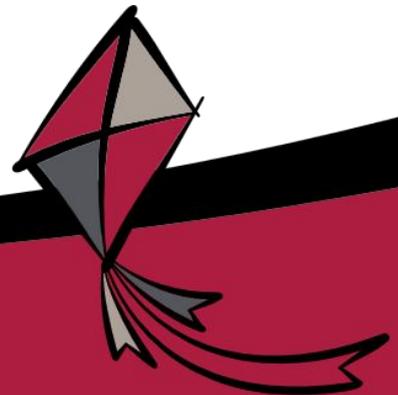


# Learning to Read - Phonics & word knowledge



Phonological awareness, phonemic awareness and phonics all overlap. We work on these skills at the same time.

Unlike oral language, these skills are not innate and must be explicitly and systematically taught.



# Learning to Read - Phonics & word knowledge

## Learning Goal

Learning Goal

I will read and spell words with three consonant sounds at the starts of words.

s-p-l-at  
splat



## L4: Reading and Spelling Words



We are going to focus on this word.

CC student to read the word.

Let's all read this word.

Now let's say the sounds and write \_\_\_.

Click to remove word. Write

----

splat



# Reading to Learn - Knowledge building

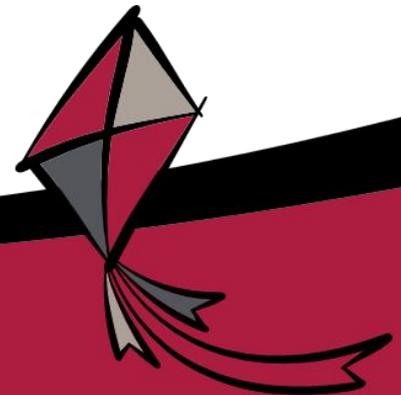
## Science, Humanities & Rich Literature

This is where we read about what we are learning about.

In the Early Years, the Teacher does the reading and helps students understand.

As students become skilled readers, they do the reading.

*A **living thing** is something that eats, grows, moves, and can have babies.*



# Learning to Write

- Begin with oral
- Concept of fragments & sentences
- Unscrambling sentences
- Composing sentences
- Sentence types
- Joining sentences
- Build to writing complete texts

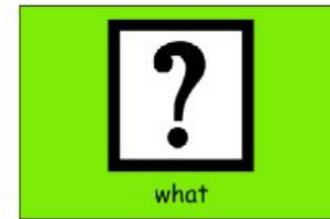
*Colourful Semantics - Let's brainstorm some vocabulary to help us with our writing.*



who



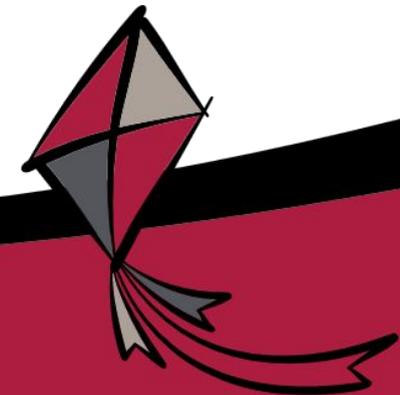
what doing



what



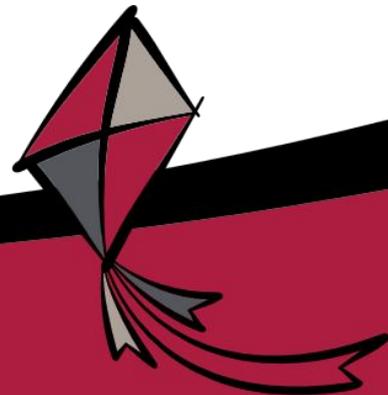
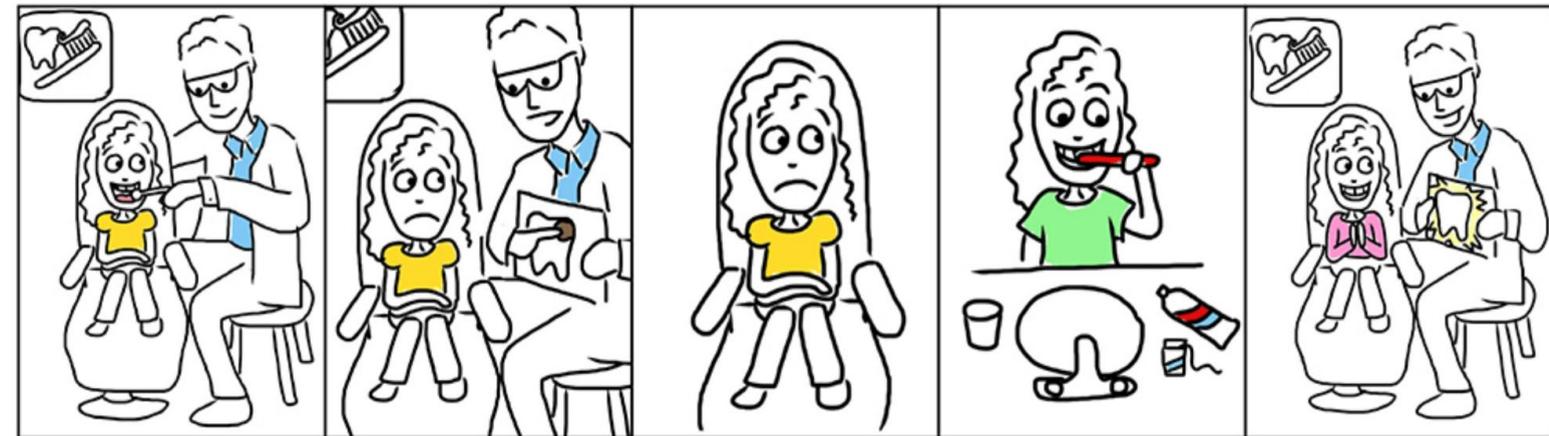
where



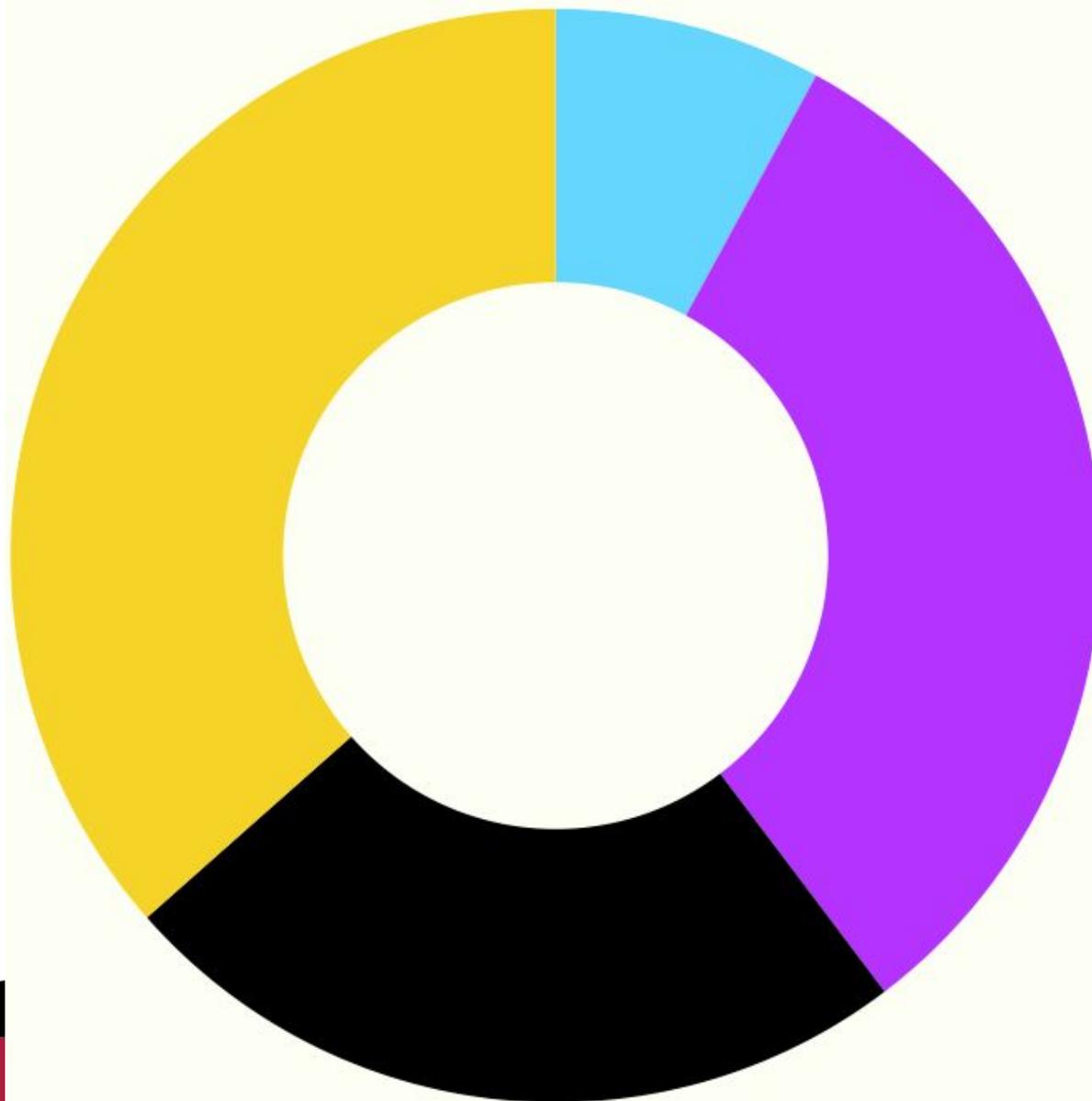
# Story Champs

Let's do the actions to remind us the parts of the story.

- Story Champs is an evidence-based oral language and narrative program.
- Develop strong storytelling, comprehension, and vocabulary skills.
- Encourages creativity and confidence in speaking.
- Helps students develop a deeper understanding of how to create their own narratives.



# Learning in Maths



## Fluency- 2 minutes

Practise number fluency every day with:

- flash cards
- MathFactLab
- Timed fluency sheets



## Daily Review- 15-20 minutes

Review skills and concepts we have previously learnt:

- We all use a whiteboard
- "Chin it" "Bin it" "Park it"
- Have a go at every slide
- Tick your answers, fix your mistakes
- Stay on task



## Guided Practise- I DO, WE DO

Learn new skills and concepts:

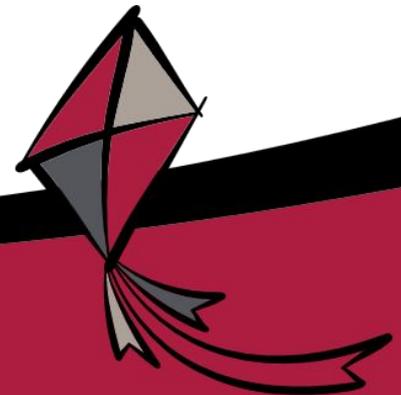
- Watch and listen to your teachers
- Raise your hand if you have a question
- Hold answers until you are asked to share
- Respect everyone's right to thinking time



## Independent Practise- YOU DO

Practise the new skill or concept you learnt:

- In a small group, with a partner, or independently
- Stay on task the whole time
- Use resources when you need them
- Get started straight away



# Learning in Maths - Daily Review

- Review of content already taught
- Mix of maths topics included
- Responsive to cohort data



Daily Review- 15-20 minutes

Review skills and concepts we have previously learnt:

- We all use a whiteboard
- "Chin it" "Bin it" "Park it"
- Have a go at every slide
- Tick your answers, fix your mistakes
- Stay on task

What is the time?



11 o'clock

What number is hidden?



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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# Learning in Maths - Explicit Teaching

## New Content

- Main part of Maths lesson
- Teachers modelling, explaining and gradually releasing students to Independent Practise



### *Guided Practise- I DO, WE DO*

*Learn new skills and concepts:*

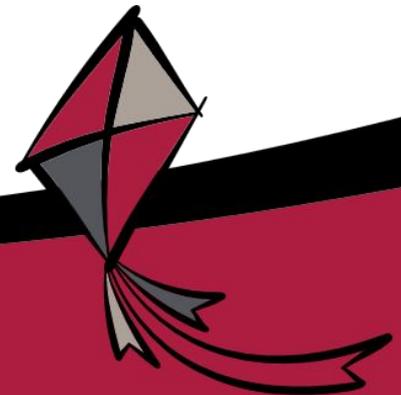
- *Watch and listen to your teachers*
- *Raise your hand if you have a question*
- *Hold answers until you are asked to share*
- *Respect everyone's right to thinking time*



### *Independent Practise- YOU DO*

*Practise the new skill or concept you learnt:*

- *In a small group, with a partner, or independently*
- *Stay on task the whole time*
- *Use resources when you need them*
- *Get started straight away*



# What learning looks like in F- Yr2 - Specialist Subjects

## ***Physical Education***

Introduction/consolidation of Motor Skills in Games and Drills. Awareness of boundaries, spacing and playing within rules.

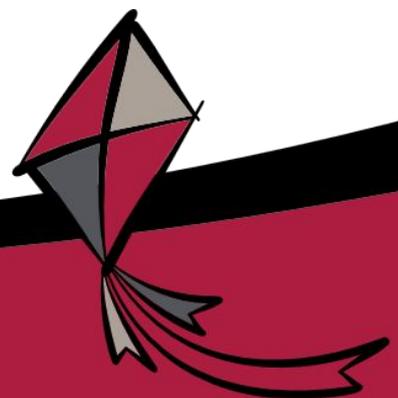
## ***Visual Arts***

Students will *use imagination and personal experiences to create artworks* and explore various techniques and mediums as they learning about visual conventions (colour, line, shape, form, texture).

- Term 1 - Identity, Term 2 - Sculpture, Term 3 - Textiles and Term 4 - Printmaking.

## ***Performing Arts***

- Term 1 and 2 Music - Instruments, Elements of Music, Singing, Performing
- Term 3 and 4 Drama - Puppets, Scripted play, Costumes, Improvisation



# What learning looks like in F- Yr2 - Specialist Subjects

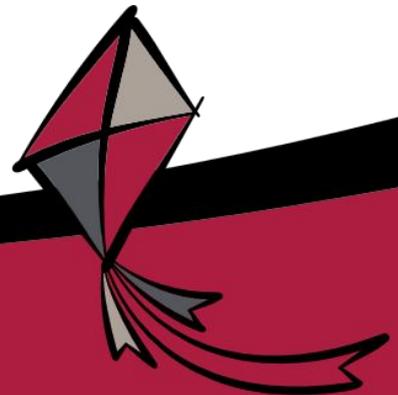
## *Auslan (Year 1 & Year 2)*

Auslan is short for Australian Sign Language. It is made up of fingerspelling, handshapes, movements and facial expressions.

- Our goal is to build vocabulary
- Learn about Deaf awareness and Deaf culture
- Practise fingerspelling and numbers through games, activities and songs.

## *Discovery Time (Foundation)*

- Building Social Skills- Feelings/ Emotions, teamwork/ collaboration, communication
- Play-based learning- Dramatic play/Scenarios
- Fine motor skills
- Play Pod



# Special events and things to know...

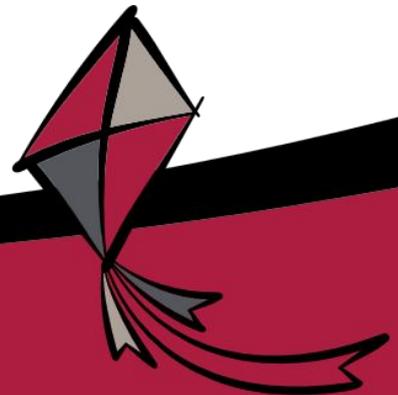
**School Photos** – Fri 13th March

**KPS Cross Country** - Thurs 2nd April (more information to come via Compass)

**Yr 1 Swimming** - Mon 20th to Fri 24th July (towel, togs, wearing uniform)

**KPS Mini Athletics (F-2)** @ KPS Friday 18th Sept

**Yr 2 Long Day Excursion** - Sovereign Hill Thurs 15th October



# How you can support your child with learning at home

## ***Reading & Mental Math Books***

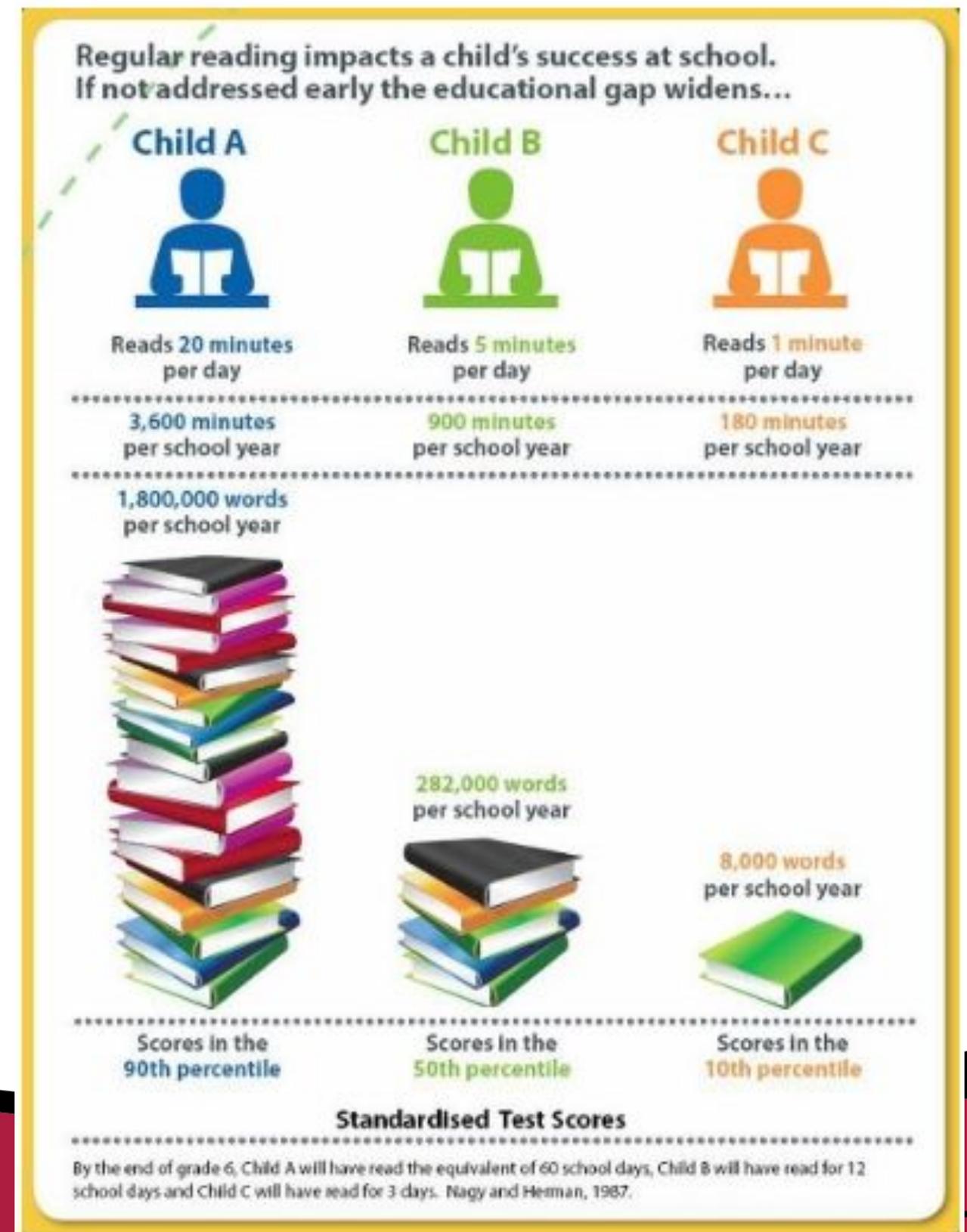
Regular practise at home

## ***Access to platforms***

Decodable Readers Australia  
Numbots

## ***Home learning project***

One per term. Information shared in the Neighbourhood Term overview



# How you can support your child with learning at school

## ***Brain food & water bottles***

Fresh piece of fruit or vegetable that is easy and ready to eat; in a small separate container if possible.

We have our brain food break at 10am everyday.

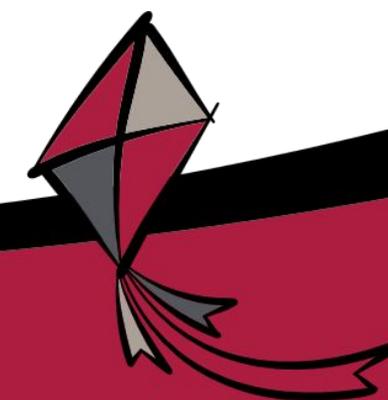
## ***Lunches***

If your child has food that requires eating utensils, please pack these in their lunchbox in a place that they are aware of. Please show your child how to open and close the container.

## ***Arrival times***

Doors are open at 8:50am

Learning starts at 9am



# How you can support your child with learning at school

## Satchels

Please ensure each child has a satchel to bring to school. This will be used everyday. Students will be taught how to independently change their reading books.

## Library Bags

Students will attend the library for a session each week. They must have a library bag separate to their satchel to borrow a book. Borrowed books should be returned each week.



1.

Put your bag in your locker.



2. Bring your satchel to the book area.



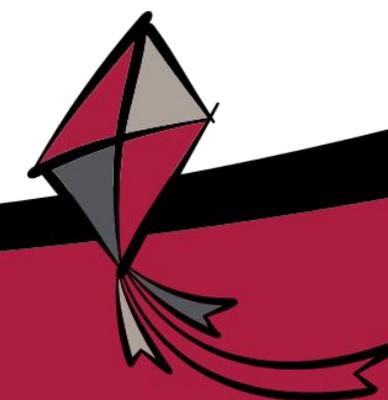
3.

Change your book.



4.

Put your satchel in your tub.



# How you can support your child with learning at school

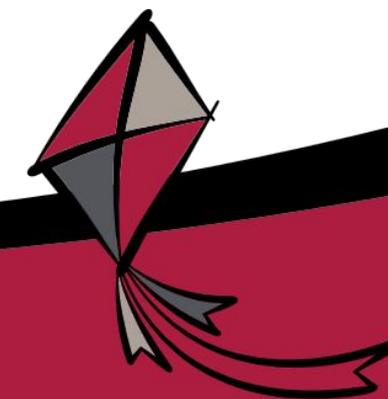
## Parents in the Learning Space

We kindly ask that parents refrain from entering the learning space. Students are encouraged to be independent when putting away their belongings.

## Communicating with mentor teachers

Mentor teachers can be contacted via compass. Emails will be replied to within a 48 hour period and during school hours. Urgent messages should be communicated via the office.

Teachers are available to chat after students are dismissed, except for Tuesday and Wednesday evenings which are our staff meetings.



**Is there anything else you would like to know?**



*Learning without limits*

Be curious | Be caring | Fly high | Find joy

