

Foundation Curriculum Update

Term 4 Weeks 6-11



This update will be sent home to let you know what is happening in the Foundation classes and to let you know how you can support your child at home.

Literacy

In Literacy this term, students will continue to develop their reading and writing skills through a focus on word study. In Weeks 6-7, we will review long vowel sounds and explore VCe (vowel-consonant-silent e) words. Week 8 will focus on compound words, followed by -ing words in Week 9. In Weeks 10-11, students will engage in revision and consolidation of key literacy concepts covered throughout the year.

In Writing, students will continue exploring the book 'Are We There Yet?' to strengthen their understanding of **narrative writing**, focusing on key features such as **adjectives** to add detail and **verbs** to enhance action.

Later in the term, students will study 'Somebody's Land' to explore how authors use language and visuals to convey meaning. They will respond to a poetic non-fiction text, build knowledge about a topic, and learn to identify purpose, audience, and visual cues in texts. Students will also practise using *before*, *after*, *if*, and *when* in sentences, and conclude the unit by writing an **information text** about a place.

Numeracy

In Mathematics, students are continuing to develop their understanding of place value using MAB blocks, tens frames and bundling. They are learning to identify how many tens and ones make up a number and how to represent this as a numeral.

Students are also exploring counting to 100 and identifying different counting patterns. Later in the term, we will investigate money and its features, followed by a focus on measurement, including length, mass, capacity and time.

Humanities

Over the next few weeks, students will continue to explore significant Australian places and their cultural and environmental importance. They will learn about Uluru and its location in the Northern Territory, developing an understanding of its significance to First Nations Australians.

Students will also explore the Daintree Rainforest, discovering its unique environment and cultural connections. Through these studies, students will build their geographical knowledge and appreciation of Australia's diverse landscapes and heritage.

Other - Respectful Relationships, P.E. & Circle Time

In **Respectful Relationships**, students are exploring **Topics 7 and 8**, which focus on **help-seeking** and **positive gender relations**. These lessons support students in recognising when and how to ask for help, and understanding the importance of respect and fairness in their relationships.

In **Physical Education**, students are continuing their **gymnastics program**, developing balance, coordination and movement control, while also beginning to explore the skills involved in **team sports**.

During **Circle Time**, students will discuss **transition** and share how they are feeling about moving into **Year One**, supporting their confidence and wellbeing as they prepare for the year ahead.

Learning at Home

Literacy:

- Read with your child each day and talk about the story together.
- Practise recognising and sounding out common words and letter patterns.
- Encourage your child to write for fun – shopping lists, cards or short stories.

Mathematics:

- Practise counting forwards and backwards to 100 in different ways (by 1s, 2s, 5s, and 10s).
- Talk about numbers in everyday life – on clocks, letterboxes or supermarket prices.
- Use coins to explore money values and simple addition.
- Involve your child in measuring activities at home (e.g., cooking, comparing lengths or weight and telling the time using an analogue clock)

Reminders and Dates for the Calendar

Monday 17th of November - Walkathon 2-3pm

Tuesday 18th of November - Transition Day #1

Tuesday 25th of November - Transition Day #2

Thursday 27th of November - Italian Day

Tuesday 2nd of December - Transition Day #3

Friday 12th of December - Dad's Camp

Friday 19th of December - Last day of school (1:30pm pick up)