

CURRICULUM NOTES



ST JOSEPH'S ROCHESTER Foundation & Year 1

TERM 2

Dear Families,

Welcome back to Term 2!

We hope you enjoyed a relaxing and happy Easter break with your children. It has been wonderful to see everyone return refreshed and ready for another exciting term of learning. We have so much to look forward to this term as we continue to build on the strong foundations from Term 1. Our classroom will be filled with engaging learning experiences, new topics to explore, and plenty of opportunities for students to grow in confidence, curiosity, and independence. It is shaping up to be a term full of discovery, creativity, and meaningful progress for every child.

We are also pleased to continue working alongside our fantastic team. Michelle will be with us throughout the week, Asha will continue on Mondays, and Cath on Fridays. This term, Michelle will also begin a targeted oral language intervention program with a small group of selected Foundation students, which will continue into next term.

There are several whole-school community learning days and pupil-free days coming up, so please be sure to check the dates listed at the end of this document and keep an eye on our school Facebook page for updates and reminders.

Thank you for your continued support and partnership - it truly makes a difference. We value working closely with you to ensure the best possible outcomes for your child. If you have any questions or concerns, please don't hesitate to reach out via email.

Here's to a fantastic Term 2 filled with growth, success, and many memorable moments!

Warm regards,
Lauren





2026 TERM 2 PRESS UP DAYS

All dress up days are by GOLD COIN DONATION

5 May	<p>RUN FOR MUMS</p> <p>Children are invited to wear PINK to school. Children will complete a run AND share morning tea with their mother's and mother figures. Coffee Van on site</p> 
15 MAY	<p>DO IT FOR DOLLY</p> <p>Children are invited to come to school wearing BLUE There will be break time activities available</p> 
26 June	<p>WHOLE SCHOOL GOTCHA REWARD DAY</p> <p>Wear Casual Clothes Children are invited to wear casual clothes</p> 

♥ Choose St Joseph's—where strength meets kindness,
and learning thrives.

ENGLISH

Whole Class Lessons

As a class, students spend 30 minutes every day receiving a structured literacy lesson from the teacher as they focus on different sounds. Each lesson is carefully structured and builds on what students already know, helping them develop essential early literacy skills in a fun and engaging way. A typical whole class lesson includes:

- Phonics Instruction – Students are explicitly taught how to recognise letters and the sounds they represent. They practise saying the sound, reading the letter, and blending sounds together to read words.
- Reading Practice – Students practise reading words then moving towards sentences using the sounds and letters they have learned. They will also be introduced to ‘tricky words’ (words that can't be sounded out easily) to support reading fluency.
- Writing Activities – Children practise writing letters, words, then moving to short sentences using the sounds they've been taught.

Independent Practice

Each activity is tailored towards the learning needs of the students within the group.

Activities can include:

- Picture sorts
- Word building
- Craft
- Reading from the Sounds & Words books
- Reading decodable texts

Storybook

Across the term, some texts that the students will engage with include:

- Bogtrotter by Margaret Wild
- A Nice Walk in the Jungle by Nan Bodsworth
- A Surprise for Dingo by Rina A Foti
- Possum Goes to School by Kiersten Jensen
- Thunderstorm Dancing by Katrina Germein

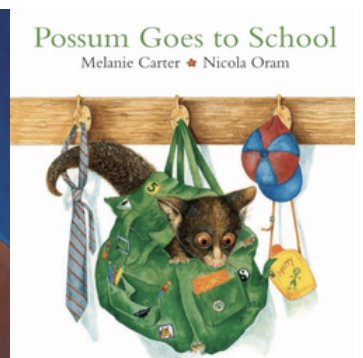
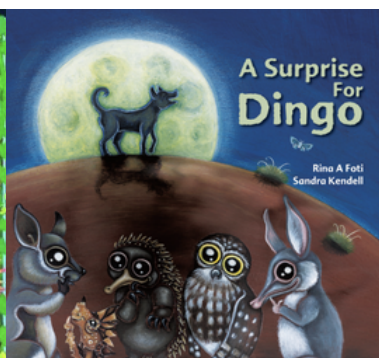
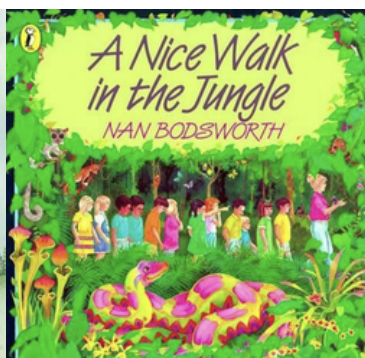
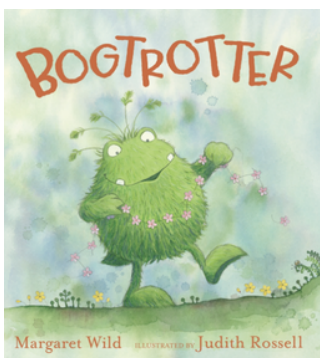
Our storybook lessons are twice a week, each text following the structure of:

Lesson 1 – Reading the story

Lesson 2 – Talking about the story

Lesson 3 – Word work

Lesson 4 – Beyond the story & get creative



ENGLISH CONTINUED....

Writing

In our classroom, we use a writing program called InitialWrite to help children become confident, capable writers right from the start. Writing can feel like a big task for young learners, so InitialWrite breaks it down into clear, manageable steps and supports children every step of the way.

What are we learning?

Through InitialWrite, children are learning:

- how to turn their ideas into words and sentences
- how to say their ideas out loud first, then write them down
- how to build strong sentences using new vocabulary
- how to check their writing, just like real authors do

In the early stages, this might look like drawing a picture, talking about it, and then having a go at writing words or a simple sentence. As confidence grows, children gradually move towards writing more independently.

How do we teach writing?

Children follow a simple and supportive writing process:

- Think - come up with an idea
- Say - practise saying the idea out loud
- Write - write the words they know, having a go at sounding them out
- Read - read their writing back and check it makes sense

This process helps children feel successful and reduces the pressure that can sometimes come with writing.

Home Reading

Home reading supports students to practise decoding skills learned at school. Year 1 students began home reading in Term 1 and Foundation students will start this term. Both Foundation and Year 1 students will receive a new home reading diary to record reading at home.

The classroom teacher will check these home reading diaries once a week and ensure there are readers for students to pick from daily or weekly - whichever is easiest for your child.

Home reading is an important part of the student's development as they build a love of reading, consolidate and apply decoding strategies that have been taught in the classroom. It is important that students are exposed to positive reading experiences and will select texts of interest when they visit the library on Thursday's that they can bring home.



MATHEMATICS

Part-Whole

To begin our term, we are exploring the concept of Part-Whole. This helps students understand that numbers can be broken into smaller parts and then put back together again. Students will practise splitting numbers up to 5 and 10 into two or more parts, and identifying which numbers make up the “parts” and the “whole.” They will also develop quick recognition of small quantities (subitising) and use visual tools like five-frames and ten-frames to represent numbers. Through hands-on activities and discussions, students will learn to describe number parts, work out how many more are needed to make a whole, and explore different number combinations. By the end of the unit, they will be confidently building numbers to 10, including making 10 in a variety of ways. This foundational understanding supports addition, subtraction, and overall number sense in a fun and engaging way.

Shape

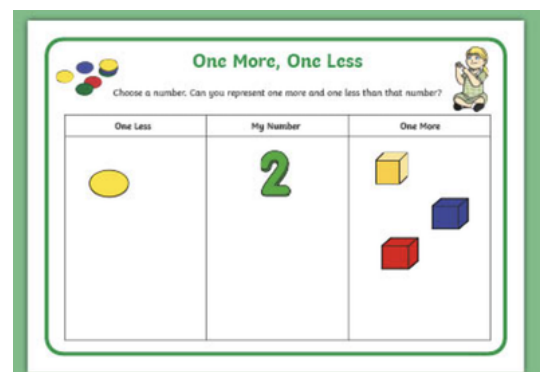
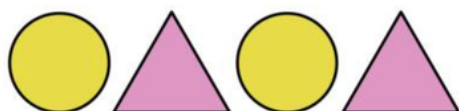
Students will explore and name common shapes such as circles, triangles, rectangles, and squares, and have fun creating their own. They will practise matching shapes to spaces, sorting objects and shapes in different ways, and noticing features like sides and corners. Students will also get creative by using shapes to make pictures. This topic helps build early geometry skills while encouraging hands-on exploration and creativity.

Counting and Place Value

Students will practise counting to 20, reading and writing numbers, and representing them using a range of materials. They will match numbers to collections, explore “one more” and “one less,” and compare and order numbers to 20 using tools like number tracks. This topic builds strong number understanding and confidence with numbers in a fun and hands-on way.

The **whole** is...

The **parts** are...



RELIGION

Our Catholic Church

In our first Religion unit, students will describe the concept of belonging in relation to groups they belong to, identify a variety of people who belong to the Church, and identify ways in which the Church celebrates. While students have already visited the Church, this unit will give the class another opportunity to visit the Church taking notices of changes and significant items throughout.



Finding God in all things

During this unit students will describe God in different ways, identify how God's love can be experienced through creation and other humans, identify the wonders and awe of God's presence in the world and our lives, and be introduced to the story of Jesus healing Bartimeus (Mk 10: 46-52). Students will have the opportunity to explore their connections with God and gain a deeper understanding of their responsibility towards God's creations.



SCIENCE

Features of Plants and Animals

This term in Science, our class will be exploring the exciting topic of Features of Plants and Animals. Students will be learning to observe and describe the different features of living things and discover how plants and animals can be grouped based on these features. We will investigate the parts of plants (including the parts we eat!), grow our own seeds and observe how they change over time, and even conduct fun experiments - like using celery to explore how water travels through a plant. Students will also explore the features of animals and begin classifying them into groups, such as warm-blooded and cold-blooded. Throughout the unit, students will be asking questions, making predictions, and sharing their observations as they build their understanding of the natural world and how to care for it.



INQUIRY

Where we live

This term in Inquiry, our class will be exploring the topic of Where We Live: Place. Students will learn about different places in their world and what makes them special, while developing an understanding of how we can care for and look after these environments. We will explore maps, share our own special places, and learn about the importance of Country to First Nations Australians. As part of our learning, students will also investigate animals and their habitats, thinking about what living things need to survive and how we can care for their homes. Using their creativity, students will design an imaginary animal and create a habitat diorama to support it, before sharing their learning with others. Throughout the unit, students will be encouraged to ask questions, use their senses to explore the world around them, and develop an appreciation for caring for places and environments.



RRRR

with Ms McEvoy

This term in RRRR (Resilience, Rights and Respectful Relationships), students are building important skills to support their wellbeing and relationships with others. Through games, such as 'Rock Paper Scissors' and 'Cheering Up and Calming Down', stories and discussions, they will learn to recognise and talk about their emotions. Students will practise positive ways to cope with strong feelings both at school and at home.

Students will also develop problem-solving skills to help them make fair, kind and inclusive choices in everyday situations. As part of this learning, they will explore themes of empathy and respect through the story 'Sorry Day', connecting with National Sorry Day and Reconciliation Week.

In addition, students will learn about stress—what it feels like and what can cause it—and practise simple strategies to help them feel calm and in control such as relaxation techniques and games. They will also explore how to ask for help, identify trusted adults, and learn ways to support others when needed.

These experiences help students grow in confidence, resilience, empathy and their ability to build positive relationships.

PHYSICAL EDUCATION

with Ms McEvoy

We are excited for another busy term ahead, where students will participate in both a tennis coaching program and a Perceptual Motor Program (PMP) designed to develop their fundamental movement skills.

Students will receive tennis coaching from Paul 'Milo' Condliffe, a highly experienced local coach. This opportunity has been made possible through a grant from Tennis Australia and will support students in developing the fundamental skills needed to play tennis. Students will play games and activities based around the sport of tennis whilst also promote life skills such as building positive friendships, working with others, problem-solving, persistence and confidence.

In the later part of the term, students will take part in a Perceptual Motor Program (PMP), which is designed to enhance students' coordination, balance, and motor skills. Key features of this program include small group rotations through various movement-based activities and adaptable exercises that emphasise fundamental motor skills.

Both programs will provide engaging and developmentally appropriate activities that support physical and cognitive growth. We look forward to an exciting term of learning and skill-building.

VISUAL ARTS

with Miss Pice

TERM 2 FOCUS: Nature & Our World

Students will explore the visual elements of line, shape, colour, texture and pattern through observing and responding to the natural world around them. They will look closely at elements of nature such as trees, flowers, landscapes and seasonal changes, using these observations to inspire their artwork.

Throughout the term, students will experiment with a range of materials and techniques, including drawing, painting and collage, to represent what they see and feel. They will be encouraged to explore different ways of creating texture and pattern, and to make choices about colour and shape in their work.

Students will apply their learning to create a landscape artwork, expressing their ideas and personal responses to nature in a creative and meaningful way.

It's been lovely to see students becoming more confident in exploring materials and sharing their ideas. We look forward to seeing their creativity continue to grow throughout the term. 🌱



PERFORMING ARTS

with Miss Pice

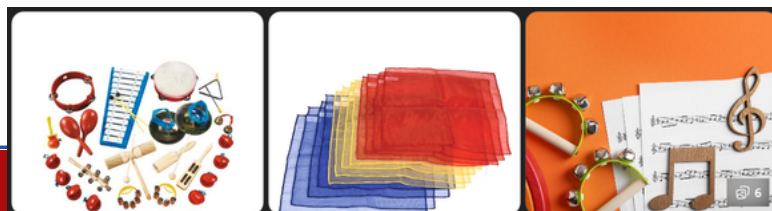
TERM 2 FOCUS: Expressing Stories Through Rhythm

Students will explore how stories can be expressed through rhythm, pattern, repetition, movement and voice. They will use simple gestures, actions and sounds to represent characters and events, building an understanding of storytelling through performance.

Throughout the term, students will experiment with creating and performing short sequences, exploring role and narrative in a playful and supportive environment. They will also have opportunities to watch and respond to others' performances, developing confidence as both performers and audience members.

Students will work towards a short class performance, combining music and movement to share a simple story.

It has been wonderful to see students growing in confidence and enthusiasm as they express themselves through movement and sound. We look forward to seeing their creativity continue to shine throughout the term. ✨



IMPORTANT DATES

<p>Week 1 20 – 24 April</p>	<p>20: Pupil Free Day (CESL) 21: Students return for Term 2 25: ANZAC Day</p>
<p>Week 2 27 April – 1 May</p>	
<p>Week 3 4 – 8 May Catholic Education Week</p>	<p>4: Come & Try – Information Night @ 7.00pm 5: Run for Mums & Mother’s Day stall 6: Pupil Free Day 7: Come & See – School Tour @ 9.30am 7: Movie Night fundraiser (The Devil Wears Prada 2) 7-8: Year 3/4 Camp Swan Hill</p>
<p>Week 4 11 – 15 May</p>	<p>14: Cross Country Moama (selected students) 15: Do it for Dolly Day</p>
<p>Week 5 18 – 22 May</p>	<p>18: School Advisory Council Meeting 2 @ 7.30pm 19: Emergency Drill (Lockdown)</p>
<p>Week 6 25 – 29 May 27: Reconciliation Week</p>	<p>29: Reconciliation Week Community Learning Day 29: Campaspe Netball tournament</p>
<p>Week 7 1 – 5 June Reconciliation Week</p>	<p>5: Pupil Free Day (CESL)</p>

IMPORTANT DATES

Week 8 8 – 12 June	8: Kings Birthday – Public Holiday 10: 3/4 Winter Sports
Week 9 15 – 19 June	18: 5/6 Winter Sports
Week 10 22 – 26 June	23: Campaspe Boys Football Tournament 26: End of Term 2



SCHOOL INFORMATION

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Any urgent messages should be given via land line phone call.**