



FOUNDATION INFORMATION SESSION

**FN NATALIE GALLUCCI
FJ JAC MORPHY
FB JESS BETHUNE**

FOUNDATION CURRICULUM

Learning areas

- **English**

- Reading and Viewing
- Writing
- Speaking and Listening

- **Mathematics**

- Number
- Algebra
- Measurement
- Space
- Statistics

- **Health & Physical Education**

- Personal, Social and Community Health
- Movement and Physical Activity

- **Inquiry**

- History
- Geography
- Science
- Intercultural Capabilities

- **Respectful Relationships and Circle Time address these capabilities**

- *Critical and Creative Thinking*
- *Ethical Capabilities*
- *Personal and Social Capability*

FOUNDATION SPECIALIST CURRICULUM

Weekly Throughout the Year:

Visual Arts

Performing Arts

Italian

Philosophy

STEM

Term 1 Specialist Timetable

Library: FJ Tuesday FB & FN Friday

Visual Art: FN Tuesday FB & FJ Thursday

Performing Arts: FB Monday, FJ Tuesday & FN Wednesday

STEM: FJ Wednesday & FN & FJ Thursday

Italian: FB Wednesday, FN & FJ Thursday

Philosophy: FB, FJ & FN Monday

LITERACY

PHONICS

- Building phonological awareness, recognising the sounds letters make, matching sounds to letters and understanding that spoken words can be broken into smaller parts.
- Phonemes are the sounds and graphemes are the letters that represent the sounds.

READING

- Concepts about print (how books work)
- Modelled Reading/Shared Reading with a weekly focus
- Reading Strategies explicitly taught, e.g. make the first sound or and read on and come back
- Independent Reading – building stamina
- Start with decodable texts

LITERACY ROTATIONS

- Guided Reading session with the teacher - reading at an instructional level
- Small group work with activities chosen for students to work independently to practise literacy skills, whilst the teacher focuses on the reading group

*Parent helpers invited to work in the class in Term 2 - need a WWCC

Writing

Handwriting

- Fine motor activities to support correct pencil grip and stamina with writing
- Correct letter formation and starting points (upper- and lower-case letters)

Beginning Writing

- What is a sentence? Tracing, copying, cutting up and finishing sentences
- Writing simple words - CVC - cat
- Learning common words and using word lists - 'the' 'said'

Writing Program

- Students will begin writing for different purposes, such as recounts, narrative and reports

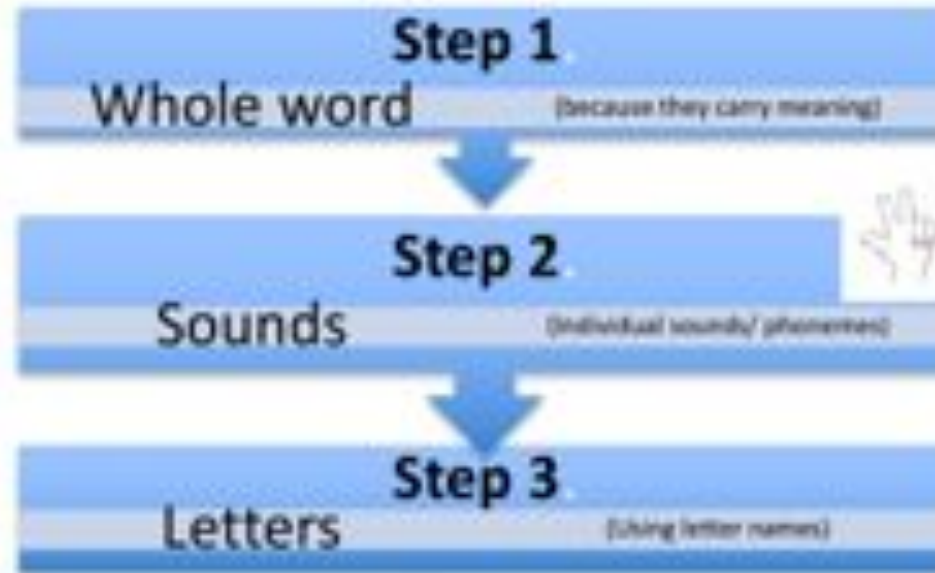
SMART SPELLING

Warm up (daily 3-5 minutes)

Recite

Recall

Apply







HOME LEARNING: SUPPORTING LITERACY

- Reading everyday at home, take home book and any other books for enjoyment
- Students will be introduced to different reading strategies over the term. Encourage your child to explain these strategies to you and practicing these at home would be beneficial for their reading progression.
- SMART Spelling book

MATHEMATICS

- 5 sessions of Numeracy taught per week
- Number fluency in each lesson
- Clearly stated and displayed Learning Intentions and Success Criteria
- Differentiated learning programs and focus groups
- Explicit teaching in line with the Victorian Curriculum
- Follows 'Effective Numeracy Lesson Structure' (see chart)

(Mathletics cards will be given to students this term for home use)

		Structure of the lesson
10 minutes		<u>Number Fluency</u> Individualised practice time for strategies
10-15 minutes		<u>Launch</u> Explicit, teacher-led, whole class mini-lesson
25 minutes		<u>Discover</u> Independent or group learning. Tasks are differentiated to student need.
10 - 15 minutes		<u>Summarise</u> Whole class reflection or summary. Oral or written reflection to connect numeracy learning.

MATHEMATICS CONTINUED

- In Maths we cover the 5 areas according to the Victorian Curriculum

Number	Algebra	Measurement	Space	Statistics
<ul style="list-style-type: none">•Counting•Subitising•Partitioning•Place Value•Addition and Subtraction, sharing (for division) and groups of (for multiplication)•Money•Fractions	<ul style="list-style-type: none">•Patterns•Directions	<ul style="list-style-type: none">•Length•Capacity•Mass•Capacity•Time•Location	<ul style="list-style-type: none">•2D shapes•3D objects	<ul style="list-style-type: none">•Data



INQUIRY

Term 1 Where do I belong?

Term 2 What do I know about my world?

Term 3 How do animals grow and change?

Term 4 What is a place?



RESPECTFUL RELATIONSHIPS AND CIRCLE TIME

- Respectful Relationships is a program that recognises that developing positive and respectful relationships is an important part of a student's emotional and social development. It aims to foster respect, resilience and confidence.
- Circle Time sessions are run weekly to give students an opportunity to express their thoughts and feelings. Some sessions have a focus e.g. exploring how to make friends and other sessions will address specific concerns as they arise in the class - e.g. rough play. There are 3 rules in Foundation Circle time:
 1. We take turns
 2. You can 'pass'
 3. No put-downs

Buddy Program

Each Foundation student will be allocated a year 5 buddy. Due to a slightly higher numbers of Foundation students, some Yr 5s will be allocated two buddies.

They will meet once a week. We will meet for the first time next week and then we will start regular catch ups after the Yr 5/6 camp (week 5). The regular day for Buddies is yet to be confirmed but it is looking like a Wednesday at this stage.

These sessions are student led. Year 5 students plan and create the activities with teacher supervision.

REPORTING

Compass and Seesaw

- End of semester reports through **Compass** (Terms 2 & 4)
- Ongoing reporting, samples of student work alongside teacher comments on Seesaw throughout the year

Term 3 Interviews

- Opportunity to discuss the learning growth of your child (10min interview)



QUESTIONS

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