

# Foundation/Grade 1 Curriculum Notes

## Term 1



## Welcome to 2025

Welcome to a wonderful year of learning, growth, and discovery in our Foundation/Grade 1 classroom! As we embark on this exciting journey together, I am thrilled to partner with you in nurturing your child's curiosity, creativity, and love of learning.

We officially welcome 9 Foundation students to St Joseph's as they begin their primary school journey, we are so lucky to have you! Welcome back to the Grade 1 students for another big year of leadership as they have their turn to support the younger students in our space.

In our classroom and yard, we strive to develop an understanding and action in our school's expectations of being safe, respectful, and responsible. These values are the foundation of a positive learning environment where every child feels supported and encouraged to do their best. Our goal is to help your child develop the qualities that align with our school's graduate outcomes: courage, confidence, compassion, collaboration, and inclusivity. These attributes will guide them as they grow into kind, capable, and thoughtful individuals, ready to make a positive impact in the world.

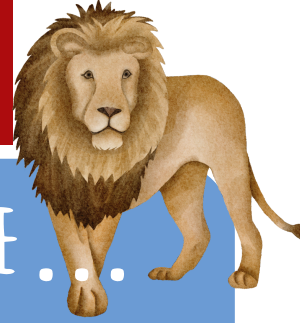
This year, we are excited to deliver learning programs that are guided by Catholic Education Sandhurst that will be taught in all schools across the Sandhurst Diocese, read more about learning that will be happening in English, Mathematics & Religion below. Along with strong academic goals we will also strive to foster a positive and inclusive classroom environment where every child feels valued and supported, considering the social development and wellbeing of all.

Your involvement is an essential part of your child's learning journey. Whether it's through open communication, attending special events, or supporting learning at home, I look forward to working together to make this year a success. Please don't hesitate to get in contact with me via email or Seesaw if you have any questions or concerns.

Let's make 2025 a memorable and meaningful year for your child!

Eliza

# MEET THE TEACHER



Miss Mac

## ABOUT ME...

I am from a large family with 2 younger sisters and 3 younger brothers. I live in Bendigo with my dog, and our school wellbeing dog, Sully. We like going for walks around the lake and Sully loves playing fetch!

On my weekends I play netball, enjoy reading and spending time with friends and family.

Over Christmas we went on a family holiday to Africa & Europe. I loved seeing all the animals, especially the lions, and going on lots of rides with my family at Disney Land.

I am looking forward to another year with the F/1 students!

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Blue
- DRINK: Vanilla Milkshake
- PLACE: Home
- SOUND: Rain
- ICE CREAM: Fairy Bread
- MOVIE: Hercules
- HOLIDAY: Africa & Europe



**Please don't hesitate to contact me via phone 54841797 or email:**

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# MEET THE LEARNING SUPPORT OFFICER (LSO)



Asha

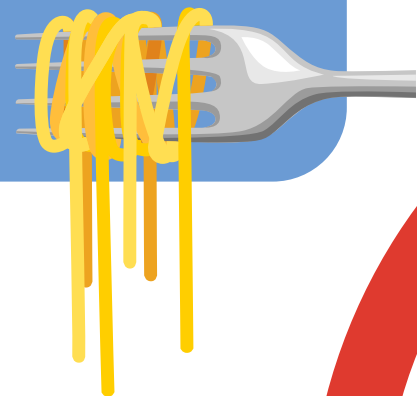


Hi, my name is Asha. I am originally from Moama and have lived in Rochester for 13 years. I have 2 children - Ivy and Jack. I enjoy reading and spending time with my family on the weekends. I also enjoy family holidays.

I am looking forward to working alongside Miss Mac this year and getting to know all the F/1 students.

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Purple
- DRINK: Ice Coffee
- PLACE: Beach
- SOUND: Quiet
- ICE CREAM: Rainbow
- FOOD: Pasta
- HOLIDAY: Glenelg



# MAGNIFY

## **What is Magnify Sandhurst?**

Magnify Sandhurst is a comprehensive and exciting new learning and teaching program that was simultaneously launched across all 51 Catholic schools in the Sandhurst Diocese in Week 1. It combines evidence-based practices in learning and teaching to support each student's unique needs, strengths, and goals.



The Magnify program focuses on strengthening core areas like literacy and numeracy, building supportive classroom environments and integrating Catholic values in daily learning. We are committed to improving outcomes and providing a program where every student can flourish, inspired by the mantra, "Every Student, Every Teacher, Every School, Every Day!"

## **Key Features of Magnify Sandhurst**

Magnify Sandhurst aims to enhance learning outcomes through several key components:

- **Structured and Evidence-based Learning:** Using the latest neuroscience and a structured, knowledge-rich curriculum, we ensure students build deep understanding. A low-variance curriculum provides students with a consistent learning experience and reduces the amount of preparation and planning required by teachers, allowing teachers to focus on individual student needs.
- **Magnifying Literacy and Numeracy:** Providing targeted support and resources to improve reading, writing, and math skills at all levels. Special focus on Structured Literacy in F-2 and sequential programs from Years 3-6.
- **Instructional Coaching for Teachers:** Each teacher receives a dedicated coach and program to learn and practice the best techniques to meet students' learning needs. We are investing in our teachers to provide the best possible learning outcomes for students in our Catholic schools.
- **Calm Classrooms and Positive Learning Environments:** Promoting calm, supportive, and positive learning environments through common practices, expectations, and social norms, our work includes a new program for student social and behavioural learning. Our classrooms will have a consistent approach throughout each Sandhurst school to support all students to learn in a calm, orderly learning environment.



# MAGNIFY

## Key Changes for students

With Magnify Sandhurst, you will see:

- Expanded Literacy and Numeracy Blocks: Your child will have more intensively focused time on literacy and numeracy skills, especially in the early years. The curriculum will be sequenced to ensure all students continue to cover all components of the Victorian Curriculum. There will be targeted support for reading and mathematics at every level.
- Streamlined Curriculum: Teachers will implement a clear and structured curriculum that prioritises essential knowledge and skills. At St Joseph's student are engaging with the following programs;
  - F- 2 - InitialLit (English), Ochre (Mathematics)
  - 3 - 6 - Ochre (English and Mathematics)
- Personalised Learning Support: Every teacher will work with a coach to apply the latest techniques for meeting individual student needs, helping all students—whether they excel or need additional support.

## How families can be involved

Education is a partnership, and we encourage families to stay engaged in your child's journey with us. Here's how:

- Participate in Learning Conversations: Look forward to regular updates on your child's learning milestones. We aim to keep you informed and involved every step of the way.

This approach is a wonderful opportunity and allows us to access contemporary professional learning, resources and work closely with with all schools/leaders/educators and experts within our Diocese and beyond.

We are all very excited to begin this learning journey and look forward to sharing it with you throughout the year.

### Our Partners



# Initialit-Foundation

## Parent/Carer information



### whole-class instruction in literacy

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#### What is Initialit-Foundation?

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Initialit-Foundation, or Initialit-F, is a literacy program for all children in their first year of school to ensure that all children get off to the best possible start. It has been developed by MultiLit, a research-based initiative of Macquarie University.

#### What does Initialit-F do?

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Initialit-F teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of good quality storybooks to develop children's vocabulary and oral language.

#### How does Initialit-F teach reading and writing?

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Initialit-F teaches children that words are made up of sounds and sounds are represented by letters. Unlike learning to talk which children pick up naturally, children do need to be directly taught the relationship between sounds and letters.

An Initialit lesson should take place at least four times a week. The first 20 minutes are spent on the mat where the children are introduced to new letters and sounds in a set order. They will do a number of targeted activities to practise reading and spelling words with the new sound during this whole-class session. After the lesson on the mat, the teacher will work with different groups of children to help them read words, sentences and stories using all the sounds and letters they have been taught. While the teachers is working with a group, the rest of the class will be doing an activity to consolidate what they have been learning. This may be a spelling worksheet, a game to practise their tricky words, or more practice using an Initialit reader.

All children will greatly benefit from the structured nature of the program, regardless of how many or how few skills they bring to the task.

#### How does Initialit-F develop oral language and vocabulary?

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Children will enjoy a quality storybook over four teaching sessions. They will learn three new vocabulary words per book and do fun activities to help them understand when and how to use those words. They will also discuss the themes surrounding the book and learn how stories relate to their own world. These sessions will provide opportunities for children to use new words, develop good listening comprehension and a love of literature. Specifically teaching children new words has a very positive impact on later reading comprehension.

#### How can I help with my child's reading at home?

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Read a storybook each day to your child and discuss the story, pointing out any new words to enrich their vocabulary. Spend time teaching your child nursery rhymes, songs and poems. Play language games. Talk about letters and sounds in the environment. When readers are sent home, make sure that you spend time listening to your child read, providing support to help them apply their knowledge about sounds and letters to the text.

### whole-class instruction in literacy

#### What is InitialLit-1?

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InitialLit-1 is a literacy program for all children in their second year of school (Year 1). It has been developed by MultiLit, a research-based initiative of Macquarie University.

#### What does InitialLit-1 do?

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InitialLit-1 teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of engaging storybooks to develop children's vocabulary and oral language.

#### How does InitialLit-1 teach reading and writing?

InitialLit-1 teaches children that words are made up of sounds and that those sounds are represented by letters. Unlike learning to talk, which children do without formal instruction, children need to be directly taught the relationship between sounds and letters. In InitialLit-1 children will build upon the knowledge of the alphabetic code that they gained in their first year of schooling (Foundation). They will learn that a letter or letters can make different sounds, and that two or three letters together can make a sound. They will also learn key terminology such as 'vowel', 'syllable', 'phoneme', 'grapheme', and 'digraph'.

An InitialLit lesson will take place at least four times a week. The first 25 minutes are spent on the mat where the children are introduced to new letters and sounds or a grammatical concept in a set order. They will do a number of targeted activities to practise reading and spelling words with the new sound during this whole-class session. After the lesson on the mat, the teacher will work with different groups of children to help them read words, sentences and stories using all the sounds and letters they have been taught. While the teacher is working with a group, the rest of the class will be doing an activity to consolidate what they have been learning. This may be a spelling worksheet, a game to practise their tricky words (words with irregular spelling patterns that cannot be sounded out letter by letter), or more practice using an InitialLit reader. As your child's reading becomes more confident, they will be able to read a variety of texts.

All children will benefit from the structured nature of the program, regardless of how many or how few skills they bring to the task.

#### How does InitialLit-1 develop oral language and vocabulary?

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Children will enjoy a quality storybook over four teaching sessions. They will learn three new vocabulary words per book and do fun activities to help them understand when and how to use those words. They will also discuss the themes surrounding the book and think about how the story relates to their own world. These sessions will provide opportunities for children to use new words, express their thoughts clearly writing full sentences, improve their listening comprehension and develop a love of literature. Specifically teaching children new words has a very positive impact on later reading comprehension. The books will also be linked to a writing task.

#### How will my child be assessed in InitialLit-1?

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There will be regular opportunities to assess your child's developing reading and spelling skills. Progress monitoring, Stop and Checks and Cumulative Reviews are built into the program. Children's reading progress relates to their ability to lift words off the page both accurately and fluently. Reading comprehension is assessed more informally during time spent in reading groups.

#### How can I help with my child's reading and spelling at home?

Read a storybook each day to your child and discuss the story, pointing out any new words to enrich their vocabulary. Spend time teaching your child nursery rhymes, songs and poems. Play language games. Talk about letters and sounds in the environment. Help your child learn to spell the target words which relate to the sounds they are learning. Practise reading and spelling tricky words. A list of words is found at the back of the Home Reading Diary.

When readers are sent home, make sure that you spend time listening to your child read, providing support to help them apply their knowledge about sounds and letters to the text. Talk about what they are reading, checking for comprehension.





In the F/1 classroom we will be operating two sequences, Initialit-F & Initialit-1, to support all the students to develop core knowledge and strong foundations for successful reading and writing.

In the classroom students will have Initialit-F & Initialit-1 lessons where they will work with a teacher for 30 minutes 5 times a week addressing synthetic phonics, phonemic awareness, fluency and vocabulary. While the Initialit-F program is being delivered the other students will participate in independent activities to consolidate skills and knowledge that they are learning in the teacher lead lessons and will develop their reading skills with the support of the LSO and reserved when the Initialit-1 program is being delivered.

There is a literature component within the literacy block where students will develop oral language skills, listening comprehension and vocabulary in Story Book lessons as a whole class. The books will be studied for approximately 30 minutes focusing on the same text for 1-2 weeks. The Story Book section in Term 1 will include How to Catch a Star by Over Jeffers, Fang Fang's Chinese New Year by Sally Rippin, The Very Hungry Bear by Nick Bland & Josephine Wants to Dance by Jackie French.

Writing opportunities within the classroom will allow students to focus on their handwriting where they will practise the formation of letters, build their capacity to retell personal experiences and work on sentences through sentence exploration and dictation.



## Home Reading

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. More information will be shared with families in the next coming weeks. 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

In the F/1 classroom we will be operating a sequence from the OCHRE program for each of the year levels to support all the students to develop core knowledge and strong foundations for success in mathematical concepts. The foundation students will work with the teacher while the Grade 1 students work independently to consolidate learning with the support of the LSO then the groups will swap.

Foundation units for term 1 include pattern, measurement – time, counting & place value and location. Concepts include pattern: involve a unit repeating over and over and over, measurement – time: attributes of an object can be measured using commonly-agreed units, counting & place value: base ten numeration system for recording numbers using digits 0-9, groups of ten, and place value and location: objects have a position in 2D space which can be changed and recorded.

Grade 1 units for term 1 include data, counting & place value and addition & subtraction. Concepts include data: to be collected and represented in different ways to help enhance meaning, counting & place value: base ten numeration system for recording numbers using digits 0-9, groups of ten, and place value and addition & subtraction: quantities can be combined and separated to form new quantities.

## Maths at Home

Playing games can help with math concepts in a fun and easy way. Games like uno, snap, go fish or snakes & ladders can help with number recognition. For more game ideas the Love Maths website has some games that can be played at home using simple items (eg: pen/paper, dice, cards).

Everyday experiences can also support math concepts like baking, giving instructions using location vocabulary, drawing using shapes, counting household objects.

# RELIGION



## *I can talk to God*

In this unit the children will begin to understand different ways of praying. They will experience prayer as a way of talking and listening to God. They will discover that prayer can take many forms, something that they can be involved in at any time and in any place. By the end of this unit students should be able to understand that they can talk to God at any time and in any place and join in simple formal and informal prayers.

## *Lent & Easter*

In this unit the students will be introduced to Lent and Easter as part of the liturgical year. They will explore the significance of Lent and Easter for Christians and will develop an awareness of the signs and symbols associated with Lent and Easter. By the end of this unit the students should be able to identify Lent as a special time in the Church, retell the story of Palm Sunday, recall and share family experiences of Easter and recognise signs and symbols associated with Lent and Easter.



# INQUIRY

## *Shaping Identity*



In this unit, your child will explore their own likes and interests while learning how to express them, helping them build confidence in setting and working towards new goals. They will get to know their classmates and appreciate what makes each person unique, learn about different types of food and understand which ones help their bodies stay healthy and which should be enjoyed in moderation, and discover safe ways to handle objects that could be dangerous. They will also practise asking for help and learn who they can turn to when they need support, as well as understand how their bodies grow and change and how to use their bodies safely. By the end of this unit, your child will understand the value of setting goals, respect differences in others, and use strategies to stay safe and healthy at home and school.

# RRRR and TRP

This year we are excited to continue our partnership with The Resilience Project. This project delivers emotionally engaging programs to schools, providing practical, evidence-based mental health strategies to build resilience and happiness. Students and families are invited to learn and understand about the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. We also incorporate Emotional Literacy is also incorporated into the program as it is foundational contributor to positive mental health.



In addition to TRP, students will also continue learning based on the Resilience Rights and Respectful Relationships (RRRR) program. This is mandated and taught in government and Catholic schools and many independent schools from Prep to Year 10. Respectful Relationships focuses on treating everyone with respect and dignity. It is taught as part of the Personal and Social Capability and Health and Physical Education areas of the Victorian Curriculum.

Students will participate in lessons and activities that will help them learn and practise social skills, develop emotional literacy and self-management skills and apply them in a positive way to learning, life and relationships.

The RRRR resources cover eight topics for each level.

- Emotional Literacy
- Personal and Cultural Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relationships.

This term students will work within the topics of Emotional Literacy and Personal and Cultural Strengths.

Emotional Literacy Unit Aims:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions
- Compare their emotional responses with those of their peers

Personal and Cultural Strength Aims:

- Identify and describe personal and cultural strengths
- Explain how these strengths contribute to family and school life
- Identify ways to care for others, including ways of making and keeping friends

Across the school, the delivery of the TRP curriculum runs in conjunction with Rights, Resilience and Respectful Relationships (RRRR) resource as a part of our holistic approach to wellbeing.





Mr Davison

## TECHNOLOGIES

Cybersafety – Mighty Heroes

This term, our Prep and Grade 1 students are embarking on a fun and engaging journey into cybersafety through the Mighty Heroes program! This unit will help students develop essential skills for staying safe and respectful online while learning about the digital world.

Through interactive lessons, videos, and hands-on activities, students will explore key topics such as protecting personal information, showing kindness online, recognizing unsafe situations, and seeking help from trusted adults. Each lesson features a different Mighty Hero, like Wanda the Echidna, who teaches students how to be responsible digital citizens.

Students will also create classroom posters, participate in role-plays, and complete activities to reinforce their learning. A highlight of the unit will be our "Class Stays Safe Online" agreement, where students contribute ideas on how to be responsible and respectful digital learners.

Families can support this learning at home by discussing online safety and exploring resources together, such as the eSafety Kids website ([www.esafety.gov.au/kids](http://www.esafety.gov.au/kids)).

We look forward to seeing our students become cybersafety superheroes this term!





Ms McEvoy

## PHYSICAL EDUCATION

Welcome back to another year of Physical Education! This year promises to be filled with fun, movement, teamwork, and opportunities to grow stronger, both physically and mentally. A goal of PE this year is to not just building on students' skills and endurance, but also fostering important skills like leadership, collaboration, and resilience. Students will have opportunities to set personal goals, celebrate achievements, and cheer each other on as a team.

This term will kick off with a gymnastics program where the aim is to develop key skills and challenge oneself. Students will learn to jump, roll, balance, dance and swing, while getting stronger, more agile, coordinated and flexible.

In addition to the gymnastics program F-2 students will be learning the fundamental skills of throwing and catching. Students will be taught valuable skills and then put these into practice through playing games and completing various activities aimed at these skills.


Here's to an active, healthy, and fantastic year ahead!

# Mrs Carmichael


## VISUAL ART



This term, students are diving into a world of colour and creativity, inspired by the Rochester Mural Festival!

Using a variety of art materials, they will explore the themes of Life, Love, and Music in exciting ways:

 Life Art: Students will create self-portraits using their own silhouettes, decorating them with markers and watercolours to reflect their unique personalities.

 Love Art: A heart-shaped design will be the centrepiece of their artwork, symbolising kindness, friendship, and all the things they love.

 Music Art: Through bright colours, instruments, and music symbols, students will bring the joy of music to life on paper!

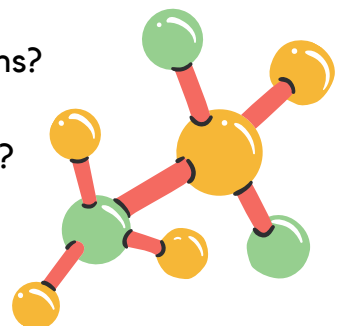
We can't wait to see their creativity shine! While some will be kept underwraps for our Art show later in the year, keep an eye out for these wonderful artworks displayed at school.  

## SCIENCE

This term, students will develop a curiosity about how materials change. They will be able to name physical changes such as bending, stretching, and twisting. Working together, students will be able to identify how everyday materials can change and appreciate that we can change the shape of materials for different purposes.

Essential questions students will unpack include:

- How do materials change and how can we describe these actions?
- How can we follow instructions to change materials?
- What predictions can we make about how materials will change?

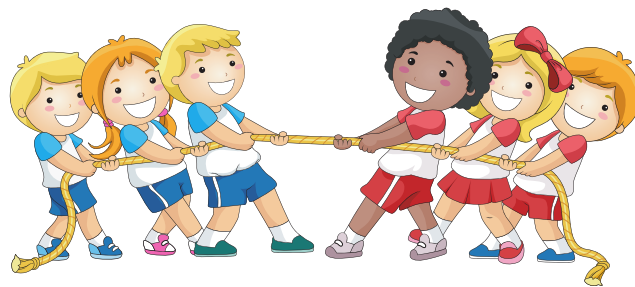


# AUSLAN

*with Tim*

In Term 1, students will learn Auslan signs to help them communicate in the classroom and with their peers. They will practice asking and answering questions like "Do you want to play cricket with me?" and "Do you want to work together?" as well as responding with "Yes, I want to" or "No, I don't want to, thank you." They will also learn practical signs for everyday activities, such as "Put your hat on," "Where is your jumper?" "Open the writing book," "Open the door," "Read silently," and "Time to pack up." As well, how to talk about the weather and time, students will sign phrases like "Today is hot," "Tomorrow will be hot," "Yesterday was cold," "Two days ago," and "In two days." These signs will help them express themselves more confidently and communicate clearly in Auslan.

Tim, our language assistant, will continue to support and guide students in their Auslan learning each Friday. He will reinforce the signs and skills students are developing throughout the week, helping them grow in confidence and fluency. In addition to classroom learning, Tim will also introduce new signs based on topics of interest, making the experience fun, engaging, and relevant to the students. His support will ensure that students not only build their Auslan vocabulary but also develop a deeper understanding of how to use the language in everyday situations.



**We're dedicated to promoting physical literacy and a lifelong love of sports**



### Supporting kids

Physical activity is so important for our children. At Kelly Sports, we're committed to helping kids learn the fundamentals of sport, improving their motor skills and coordination through multi-sport programmes. Not only does this boost their skills and fitness levels, but it also gives them the confidence to join local clubs or teams, embarking on a lifelong relationship with sport.



### Supporting parents

Life is busy, and it can be hard to fit everything into each day. That's why our programmes run before, during and after school, as well as in the holidays, making it easy for parents to give their kids quality sports coaching, even if they're stuck at work.



### Supporting schools

With pressures to increase numeracy, literacy and reporting, teachers have become more stretched than ever before. Kelly Sports' expert coaches offer in-school programmes to help principals and teachers, giving young learners a love for sports. We also provide professional development sessions for teachers, aiding with sports skills, lesson planning, materials and activities, and fundamental movement skills programmes at preschools or kindergartens.



### Qualified coaches

All our coaches complete comprehensive training to ensure that they have the knowledge and the skills to deliver top-quality training sessions.



### Peace of mind

Providing a safe and secure environment for the children we teach is paramount. All paid Kelly Sports staff who work with children enrolled in our sporting programmes are police vetted and have a Working With Children Check, and these safety checks are repeated every year. This regulation applies to all staff who deliver in schools or within the organisation to school groups.

# SCHOOL DATES

Week 1 27 - 31 Jan	27: Australia Day Public Holiday 28 / 29: Staff return 30: Year 1 - Year 6 Students return 30: Foundation Testing Day 31: Foundation students BEGIN school
Week 2 3 - 7 Feb	4: Learning Conversations 5: Learning Conversations
Week 3 10 - 14 Feb	
Week 4 17 - 21 Feb <i>Wellbeing Week</i>	19: Opening Mass 19: Welcome BBQ
Week 5 24 - 28 Feb	24/25/26: Year 5/6 Camp; Burnside, Anglesea
Week 6 3 - 7 March	4: Shrove Tuesday 5: Ash Wednesday 7: Casual Dress Day; Easter Egg Donation
Week 7 10 - 14 March	10: PUBLIC HOLIDAY - SCHOOL CLOSED 12-14: NAPLAN
Week 8 17 - 21 March	19: Feast of St Joseph
Week 9 24 - 28 March	28: Cross Country
Week 10 31 March - 4 April	31: School Photos 1: SCHOOL CLOSURE DAY 4: Last day of Term 1





# SCHOOL INFORMATION

***Principal:***

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