

FOUNDATION CURRICULUM NOTES

EDITION 3

JULY 2023



WELCOME TO TERM 3

As we move into another term the Foundation students are moving closer to their 100 days of Foundation. This is an exciting time as in 100 days of school the students have shown so much growth; personally, socially, emotionally and academically. As a class we will be celebrating 100 days of school in week 4, more information will be shared closer to the time.

With a 10 week term there will be lots of other exciting activities and events happening, some include Responsible Pet Ownership and Safety incursion, St Joseph's Athletics, National Science Week, Literacy & Numeracy Week, Father's Day celebrations, Swimming & R U OK? Day plus lots more.

Thank you to the parents who volunteered at the end of Term 2, any time that you can volunteer towards our literacy block would be very appreciated!

Please let me know if you are available to help out.



ENGLISH



READING

Students will continue on from Term 2 with learning the level 2 sounds for the m,d,g,o,c,k,ck,e,u,r letters, while also continuing to practise s,a,t,p,i,n letters. This will include saying the individual letter sounds, recognising the sounds in words (sounding out) and blending the sounds together to read words and sentences. Our daily reading block is broken into three sections; oral language, phonemic awareness and reading groups. Oral language includes discussing texts (interactive read a louds) and images (picture chats), phonemic awareness includes rhyme, letter sound relationships and sounds in words, both areas aligning with and providing additional opportunities for practising the speaking and listening curriculum. Reading groups allow for specific areas of need to be addressed, this can include sounding out words and blending the sounds together for the letter sounds specific to the level that students are at, provide reading practice and support and independent practice of reading skills.

Towards the end of term students will be introduced to the level 3 sounds; b,h,f,l,j,v,w,x,y,z.

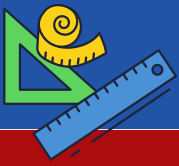
SPEAKING AND LISTENING

This term, our focus will be on continuing to develop your child's communication skills, building their confidence in speaking and listening, and fostering effective interactions with their peers and teachers. This will involve developing oral language skills (expanding vocabulary, constructing sentences & using descriptive language), listening skills (active listening and comprehension of spoken language), speaking skills (oral presentations & conversation skills), group discussions and collaboration (sharing, participating, problem solving and make decisions), storytelling and retelling (sequence events, use story elements & retell stories in their own words) & identifying rhyme, letter patterns, and sounds in words.



WRITING

Term 3 is an exciting time for foundation students as they continue to develop their writing skills and become more independent in their writing. As we build on our letter sound knowledge, students will be prompted through a variety of writing opportunities to use their knowledge in sounding out words, listening for sounds and writing letters to represent these sounds. Students will continue with their recount writing, sharing what they did on their weekend and at other events orally, visually and written. Students will begin learning to be descriptive in their writing. They will learn how to use descriptive language to describe images and sensory details in their writing. Basic narrative elements will be introduced, where they will learn how to tell a story with characters, settings and a problem & solution. They will use these elements to share a story with a beginning, middle and end orally, through images and simple sentences.



MATHEMATICS

Number & Algebra

Counting

Students are doing wonderfully with counting forwards by 1s, this term there will be a big focus on counting backwards. The starting point will be 20 to begin with, moving to starting from irregular starting points between 0-20. Once students have a solid ability to count forwards and backwards by 1s between 0-20, they will be extending to counting between 0-50.

Pattern

Students will engage in a range of patterns through representing patterns, continue provided patterns and create their own patterns. Patterns explored will include shapes, colours, numbers, movement and music. Students will consider what patterns they are faced with in their daily lives (eg: days of the week, months, counting, etc.).

Money

The focus will be on developing student's understanding of basic money concepts, such as recognising and identifying Australian coins and notes, understanding the value of money, and exploring simple financial transactions. Areas of learning will include recognition of coins and notes, learn to recognise their appearance and value, and identify and differentiate between different coins and notes. Simple financial transactions will include purchasing and selling items, learning how to make simple purchases and gain a basic understanding of giving money and receiving change. Students will also be introduced to symbols linking to money such as \$ and c signs.



Measurement & Geometry

Location

Students will develop an understanding of spatial concepts and learn to describe and navigate their immediate environment. They will explore concepts such as position, direction, and location relative to objects or landmarks. This may involve activities such as giving and following directions, using simple maps, and identifying locations using basic spatial language. Students are encouraged to apply their understanding of location to solve simple problems. They may be presented with real-life scenarios that require them to use spatial reasoning and skills to navigate, describe routes, or find solutions.

Measurement (Mass)

During measurement students will explore what weighs more and less through estimating, checking and comparing. When comparing, students will use hefting and place an item in each hand to compare which is heavier/lighter. In addition, students will be introduced to using scales, in particular balance scales. Students will develop their ability to explain and justify which weighs more/less using everyday language.

HELPING AT HOME



Below are suggestions for ways you can be involved in your child's learning from home. Please note your child isn't expect to complete hours of learning at home after a day of school.

English

Speaking & Listening

Playing word games that involve identifying rhymes and letter patterns will support your child's speaking & listening skills. A great word game that can be adapted is "I'm going to the moon...", the adult would think of words that have something in common (eg: same category, rhyming words, same initial sound, etc.) and say "I'm going to the moon and I'm taking x, y & z" and the student needs to figure out the rule. They may ask if they can take something that can be a simple yes/no to help them figure out the rule.

Writing

Students have received sight word booklets which include limited sight words. Students are encouraged to read and write these sight words. Suggestions of activities are inside the booklet. New sight words will be added when students can independently read and write each word.

Reading

Encouraging students to complete their readers and fluency folders regularly will support students in their independent reading abilities. Any reading that students participate in, including listening to family members read, will be beneficial. Each week students have the opportunity to borrow a library book, reading these or any other picture story books at home and discussing the book (comprehension question cards) will provide positive reinforcement.



Mathematics

Counting

Playing games where students have the opportunity to count (such as snakes and ladders) is a fun way to engage in counting practice. If you are looking for some new maths games to play the website, Lovemaths.me has some great games and provides instructions (including a video) of how to play them.

Pattern

Students can explore patterns that they see at home (eg: tiles, house numbers, etc.) or have a go at making their own patterns with common items (eg: toys, cutlery, etc.).

Money

Involving your child in opportunities where they can explore money practically (eg: going to the shops, discussing price tags at shops or looking at catalogues) as part of everyday life.

Location

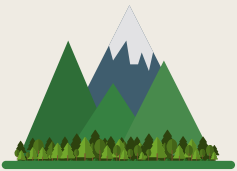
Using vocabulary (such as above, under, beside, next to, near, between, forwards, towards, etc.) to provide instructions or describe location of home items (eg: put your lunchbox next to the fridge, have you checked under your bed, etc.) or encouraging your child to use these words.

Measurement (Mass)

If you have a scale at home, allowing students to explore weighing a range of objects through hands on play is great exposure.

RELIGION

In this unit students will begin to identify, appreciate and express wonder at God's creation. They will be introduced to the fact that they have certain responsibilities to ensure that we protect God's creation. Students recognise God as loving, experienced in people and the world around us. They identify and describe how they experience God's love through other people's actions and the world around them. By the end of this unit students should be able to: express appreciation for God's gift of creation and identify ways in which they can care for God's world. Students will be involved in collecting items from nature to bring into our prayer space and say thanks to God. Students will take responsibility for their actions and encourage others to take care of God's creation, sharing their messages with posters that we can display around our school.



INQUIRY

The Bridge and Beyond

Students will explore the properties of materials as they use different materials to design and construct solutions. Part of the investigation will include discovery of different properties of materials, how materials can be used in a variety of ways, and will display constructed objects for an audience. Students will contemplate 'what are the properties of different materials?' 'how do we use materials?' and 'how do we construct a display?'

Students will be involved in making playdoh that will be used to create, explore the story 'Three Billy Goat's Ruff' through making a billy goat and designing and building a bridge using different materials.



RRRR

This Term in RRRR students will explore Stress Management and Help Seeking. During the Stress Management unit, students will take part in learning experiences that recognise and identify their own emotions and describe situations that may evoke these emotions. They will participate in games and activities to develop self calming and self control strategies. Students will also use scenarios to help them identify stressful situations and identify what they can do to help them to cope. The second unit, Help Seeking, is focused on helping students to recognise the importance of seeking help when problems are too big to solve alone. They will take part in activities where they can identify people and situations where they feel safe and unsafe. Students will discuss and role play scenarios where they will identify when and from whom they can seek help.

DIGITAL TECH

In Digital Technologies, students will have the chance to explore the exciting world of algorithms through fun and interactive learning experiences. They will learn that algorithms are a series of steps or procedures used to solve problems and accomplish tasks. We will guide them to discover and understand these algorithms through hands-on activities.

One activity involves controlling a Bee-Bot, where students will identify and follow a sequence of steps to complete a task. This exercise helps them understand the basic principles of algorithmic thinking and improves their problem-solving skills.

We also believe in providing practical learning opportunities by integrating programming concepts into different subjects. This means students can apply their knowledge of algorithms in real-life situations, which helps them understand and remember these concepts better.

Through these activities, students will not only learn about algorithms and programming, but also develop important skills like critical thinking, logical reasoning, and creativity. These skills are crucial for their future success in the digital world.

VISUAL ART

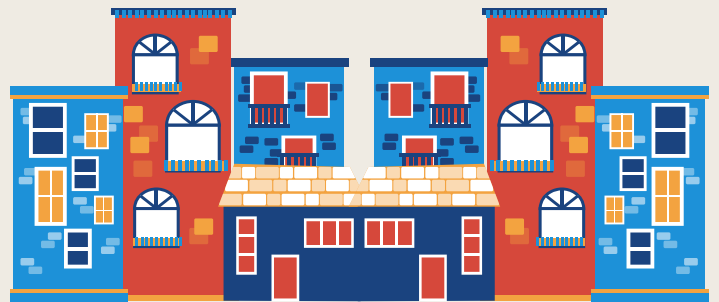
This term we will be UNDER CONSTRUCTION as we explore architecture and buildings of all types and sizes. Children will explore the work of James Rizzi, an artist from Brooklyn with a love of the skyline of New York. The elements of colour and line will be developed during this time.

Basic 3D pop ups, collage techniques and patch working will be introduced and children as they move through this unit.

Further introductions will be made to artists such as Mary Blair and Tyree Guyton.

Children will continue to further develop their confidence in using a variety of mediums such as black-line markers, textas, crayons and watercolour pencils.

Reflection and responding to art is a key component for the children this term as we strive to build and fill our vocabulary with art language.



PHYSICAL EDUCATION

Welcome back to another exciting term full of new skills and games. This term, students are introduced to a number of fundamental motor skills which are centred around the sport of netball. Here students will foster their skills in throwing and catching. Students will also participate in age and developmentally appropriate activities and minor games that encourage cooperation, teamwork and the ability to listen to and follow directions. In the later part of term 3, students will engage in a number of soccer based skills where the major skills focused are dribbling, passing and receiving. Students will practice these these fundamental skills in not only a modified game scenario but utilise these skills in fun games such as 'Squash the tomatoes', 'Strike the coconuts' and 'Falling'. Throughout the semester, students will participate in a number of games that require limited equipment but allow for maximum participation and repetition.

AUSLAN

This Term students will again participate in a weekly Auslan lesson facilitated by Tim. Students participate in a half hour lesson each Friday. Last term students learnt to sign the alphabet, their names and a variety of colours, animals and classroom objects. Students will continue to revise this through a variety of engaging games and continue to expand their knowledge of key word sign to communicate.



The students will participate in the Kelly sports program once a week (on Fridays) this term. Kelly Sports mission is to get kids active and passionate about sports and physical activity. The program at St Josephs is integrated into our Physical Education program. The Term 1 program will focus on a Perceptual Motor Program (PMP). This program helps students improve their eye/hand and eye/foot co-ordination, fitness, balance and eye tracking skills. This term students will also focus on encouraging each other, resilience, problem solving, working together and playing fairly. During Week 9 the students will focus on team building games where they will participate in a range of fun team activities that involve working as a team to achieve the desired result. The last week of term will see the students participate in a Kelly sports style Amazing race! The children will work together to score goals, find clues and problem solve sporting tasks together in a fast paced session of sport- crazy fun.

TERM 3 DATES

Week #	What's On
Week 1 10 - 14 July Term 3 starts	12: Art Therapy @ Uniting Church Hall 14: Kelly Sports & Auslan
Week 2 17 - 21 July NEWSLETTER	18 - 21: 5/6 CAMP 18/19: Preschool visit to St Joseph's 19: Art Therapy @ Uniting Church Hall 21: Kelly Sports & Auslan
Week 3 24 - 28 July	24: Responsible Pet Ownership sessions 26: Art Therapy @ Uniting Church Hall 28: Kelly Sports & Auslan
Week 4 31 July - 4 Aug NEWSLETTER	2: 100 Days of Foundation 4: Kelly Sports & Auslan
Week 5 7 - 11 Aug	10: Waranga Athletics (3-6) 11: Red Nose Day 11: Kelly Sports & Auslan 12: Golf Day
Week 6 - National Science Week 14 - 18 Aug NEWSLETTER	15/16: Preschool visit to St Joseph's 16: Bully Zero - Super Hero Wednesday 18: Kelly Sports & Auslan 18: National Day of Action Against Bullying
Week 7 - Book Week; READ - GROW - INSPIRE 21 - 25 Aug	24: Book Week Parade 25: Kelly Sports & Auslan
Week 8 - Literacy & Numeracy Week 28 Aug - 1 Sept NEWSLETTER	28: Community Learning Day - Literacy & Numeracy Day 31: Father's Day Celebration & Footy Colours Day 1: Kelly Sports & Auslan
Week 9 4 - 8 Sept	6: Health & PE Day + Colour Run at RPS 7: Community Learning Day - STEAM 8: Kelly Sports & Auslan
Week 10 11 - 15 Sept NEWSLETTER - End of Term 3, Looking towards Term 4	11-15 Swimming in Echuca 14: RU OK Day

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)