



Foundation Curriculum Newsletter Unit 2



Thursday 12 March 2020

Dates:

11 Mar

Prep Family Picnic and
Information Night

12 Mar

School Council Meeting

13 Mar 2.30pm

School Assembly

16 Mar

Brilliant at Being Resilient
Performance

19 Mar

Mondo Clothing Collection

20 Mar

Camp Quality Incursion

27 Mar 9.00am

Foundation Celebration of
Learning Assembly

End of Term

2.30pm Dismal

TERM 2

14 Apr

Commence School

17 Apr 2.30pm

School Assembly

20 Apr

Grandparents Day

23 Apr

House Cross Country

24 Apr 2.30pm

ANZAC Day
Commemorative
Assembly

8 May 2.30pm

School Assembly

Transdisciplinary Theme

Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations; from local and global perspectives.

Central Idea

Learning about previous generations helps us to understand the relationship between the past and present.

Key Concepts:

Form

Function

Connection

An inquiry into:

- Ways to find out about the past
- How aspects of the past still influence us today
- Why some behaviours and practices have changed or remained the same over time

Learner Profile:

Open Minded

Inquirer

Approaches to Learning:

During this unit, we will be working on developing the following skills

Social Skills:

- Interpersonal Relationships
- Emotional Intelligence

Research Skills:

- Information Literacy (data gathering and recording)

Communication Skills:

- Exchanging Information (Listening, Interpreting and Speaking)

Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Literacy

Reading

In Reading, the Foundation students will be learning to identify and read high frequency words, and continue to focus on common words. Students will be learning about different strategies they can use while reading, particularly how to maintain fluency and self-correct their reading when what they have read doesn't make sense. Some of the strategies they will be learning about are using picture clues to help with their reading and to make predictions based on information from the pictures. Students will also be learning how to summarise a text and retell events in the correct sequence.



Writing

In Writing, the Foundation students will explore the structure of a narrative text and how to write a title and one or two simple sentences in sequence to tell a story. In order to add to the depth of their writing, students will draw a picture first to help them tell their story.

Writing conventions we will focus on include, correct letter formation, sentence structure, text direction, use of upper and lower case letters and separation of words.

Our SMART spelling program will continue throughout the term reinforcing the belief that teaching and learning is most effective when it is meaningful and connected to experiences. Foundation students' will develop a deeper understanding of sounds, letters and common words through an explicit teaching approach. Students will also be engaged in classroom discussions exploring different thoughts and ideas from students in relation to the focus word and sound of the week.

Numeracy

In Numeracy, the Foundation students will be learning to describe, estimate, compare and measure length. They will be comparing different lengths of objects using formal and informal units. Students will develop their skills in measuring and ordering objects from shortest to longest. Another important skill is to subitise by telling the number of objects in a small collection without counting the objects. Games with dots, e.g. Roll and Match, Dice & Dominoes Number Race, will support students with subitising without counting all. They will explore Number Bonds by starting with a whole number and showing how the number is split. For example, 5 can be split as 3 and 2 or 2 and 3. Students will continue to sing the days of the week song and sequence daily events. They will write and draw about the things they do at school and home during the morning, afternoon and night time. Another key focus for our unit is ordinal number- which dictates the position of something in a list.