



Foundation Curriculum Newsletter Unit 2



Thursday 27 April

Dates:

1 Apr: House Cross Country (9am)

2 Apr: Teddy Bear Hospital (Prep)

4 Apr: End of Term 1
2.30pm Dismal

22 Apr: Term 2 Commences

24 Apr: Curriculum Day (Student Free)

25 Apr: ANZAC Day Holiday

28 Apr – 9 May: 8 Day Swimming Program (Not Wednesdays)

9 May: Mothers and Special Friends Day

5 Jun: Community Helpers Parade

10 Jun: Parent Teacher Interviews

13 Jun: Celebration of Learning Assembly
2.30pm

4 Jul: End of Term Two

Transdisciplinary Theme

How We Organise Ourselves

An inquiry into systems, structures, and networks through:

- *interactions with and between social and ecological systems*
- *approaches to livelihoods and trade practices: intended and unintended consequences*
- *representation, collaboration, and decision-making*

Central Idea

Communities rely on people fulfilling different kinds of roles to function.

Key Concepts:

Form, Function, Responsibility

Lines of Inquiry:

- What makes a community (form)
- Ways services support communities (function)
- Ways we can contribute to our community (responsibility).

Learner Profile:

Thinker, Knowledgeable

Approaches to Learning:

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

Self-Management Skills:

- Organisation (*Managing time and tasks effectively*)

Communication Skills:

- Literacy (*Reading, writing and using language to gather and communicate information*)

Thinking Skills:

- Information Transfer (*Using skills and knowledge in multiple contexts*)

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

Phonics

During this unit, students will begin learning the new sound representations for letters 'b', 'h', 'l', and revise the sound representations for letters 's', 'k', 'm', 'e', 'a', 'r', 't', 'd', 'g', 'i', 'u', 'n'. They will learn to read, spell and write the words 'bag', 'hen', 'lip', 'tub', as well as the high-frequency word 'all'. Students will also practice saying the days of the week, handwriting lower-case letters 'b', 'h', 'l', and revise the formation of previously taught GPCs (Grapheme-phoneme correspondences) in a dictated sentence. They will read decodable text to practice GPCs and high-frequency words, and apply emerging grammar knowledge, build fluency and make meaning.

Spelling

Students will continue the SMART Spelling program next term. They will be learning about the sounds in the following words:

• bed • dog • jam • hand	• frog • zip • yes • wax	• vet • car • king (the digraph /ng/)
--	--	---

Reading

For reading, students will be looking closely at how stories work. They will learn how a story as a beginning, middle and end which includes a problem and solution. We will also look closely at illustrations and how they help us understand the story. They will be exploring whether a text is fiction or non-fiction such as, fiction books are made up stories and in non-fiction books, the author teaches you facts about a topic.



Writing

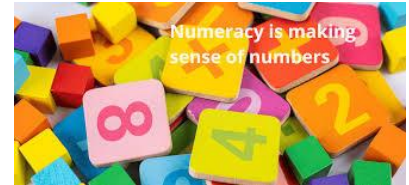
During this Unit, our Foundation students are embarking on exciting writing adventures! We'll be focusing on practical writing skills, building a strong foundation for future literacy success. Here's a peek at what we'll be doing:

- Labels and Lists:
 - We'll be learning how to write simple labels for objects in our classroom and create lists for everyday things, like our favourite toys or groceries. This helps children understand that writing has a purpose in our daily lives.
- Friendly Letters:
 - We'll introduce the concept of writing friendly letters, encouraging children to express their thoughts and feelings to friends and family. This will help them understand that writing is a way to communicate and connect with others.
- Letter Formation and Handwriting:
 - We'll be practicing forming our letters correctly, focusing on clear and legible handwriting. We'll be working on both uppercase and lowercase letters and learning the correct strokes to form each letter.

- We will be using the phonics plus program to support our handwriting.
- Connecting Sounds to Letters:
 - Using the phonics plus program we will be linking the sounds that letters make to the way that we form them.

Numeracy

- **Number:** We will be working with numbers 10-20, focusing on saying them correctly (especially those tricky 'teen' numbers!). We'll use tools like tens frames and place value charts to understand how these numbers work. We'll also practice spotting numbers that come before and after others. We will also be working on connecting numbers, names, numerals and quantities 10-20: We will learn that numbers can be shown in different ways. For example, the number 15 can be shown as the word "fifteen", the numeral "15", or a group of 15 objects. Students will learn to tell if a number is bigger or smaller than another number and putting numbers in order from smallest to largest or largest to smallest.
- **Measurement:** Get ready to compare! We'll explore length, mass and capacity, figuring out which things are longer/shorter, heavier/lighter, and hold more or less.
- **Geometry:** We'll learn about 2D shapes (like squares and circles), describing them and finding them in our classroom and playground. We'll also work on drawing our numbers the right way around.
- **Location and patterns:** We'll use words like 'behind', 'next to', 'left', and 'right' to talk about where things are. We'll also have fun copying, continuing, and creating our own patterns.
- **Ordinal numbers and money:** We'll learn about '1st', '2nd', '3rd', all the way to '10th', and practice putting things in order. We'll also explore Australian money by playing shops and using toy cash registers.



Respectful Relationships

Topic 3: Positive Coping: Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies

Activities will assist students to:

- Reflect on their emotional responses
- Discuss ways in which they can take responsibility for their actions
- Describe ways to express emotions to show awareness of the feelings and needs of others
- Practise techniques to deal with feelings of fear and anger.

Topic 4: Problem Solving: Students learn a range of problem-solving techniques to apply when confronting personal, social and ethical dilemmas.





They engage in scenario based learning tasks to practise their problem-solving skills in relevant situations.

Activities will assist students to:

- Recognise the needs and interests of others
- Listen to others' ideas and recognise that others may see things differently
- Recognise there are many ways to solve conflict
- Identify options when making decisions to meet their needs and the needs of others
- Identify cooperative behaviours in a range of group activities
- Practise individual and group decision making
- Practise solving simple interpersonal problems