



Foundation Curriculum Newsletter Unit 3



Wednesday 23 July

Dates:

25 July: Tree Planting Day

25 July: Assembly

28 July: Each Incursion Session 1

1 Aug: 100 Days of Prep Celebration

4 Aug: Museum of Play excursion

8 Aug: Assembly 2.45pm

11 Aug: Each Incursion Session 2

19 August: Book Week Parade

22 Aug: Assembly 2.45pm

25 Aug: Each Excursion Session 3

27 August: School Production

5 Sept: Father's Day

19 Sept: Assembly 9.00am

19 Sept: Last day of Term 3 2.30pm dismissal

Term 4 Commences Monday 6th October

Transdisciplinary Theme

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- *inspiration, imagination, creativity*
- *personal, social, and cultural notes and practices of communication*
- *intentions, perceptions, interpretations, and responses*

Central Idea:

Imagination allows us to think, create and express ourselves.

Key Concepts:

Form, Change, Perspective

Lines of inquiry:

- How we demonstrate, express and enjoy our imagination
- How imagination helps us to solve problems
- Our imagination can transform our ideas into many different creations

Learner Profiles

Open-minded, Communicators and Principled

Approaches to Learning:

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

Thinking Skills:

- *Creative thinking (Generating novel ideas and considering new perspectives)*

Self-Management Skills:

- *States of Mind (Using strategies that manage state of mind)*

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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

During our reading sessions, students will participate in mini lessons focused on learning how to express and share their opinion about a book, their favorite author or character. They will give an example from the text to support their thinking. We will continue thinking deeper about the characters in the text. Students will learn to compare how different characters act in different stories. They will work on noticing how characters behave in a text and infer how characters are feeling and why they behave in certain ways in the story. Students will monitor their own reading behaviours and demonstrate control such as, left to right directionality, return sweep and word by word matching.



Writing

Students will be focusing on writing narratives that entertain. They will be learning how to construct a story that includes a beginning, middle and end. Students will learn about how a story has a setting, characters, problem, solution. They will also draw a picture that matches their writing. Students will continue to focus on writing a complete sentence that includes a capital letter at the beginning and a full stop at the end.

Phonics

Students will complete Sets 7, 8 and 9 of the Phonics Plus program. Students are introduced to more complex sound patterns to support their reading and writing. These sets focus on digraphs (like ch, sh, th) and vowel teams (like ai, ee, oa), helping children blend and segment sounds with greater confidence. Students practise using these patterns in words, sentences, and early texts, supporting their ability to decode unfamiliar words and write more independently. These sets play an important role in developing fluency, comprehension, and a love of reading.



SMART Spelling:

Students will continue the SMART Spelling program next term. They have begun to focus on 'digraphs.' This is when 2 letters make one sound. eg: s/h – 'sh'. The words students will be focusing on during this unit are:

- tray (ay)
- shark (sh)
- duck (ck)
- beach (ch)
- teacher (er)
- feather (th)
- fork (or)
- thumb (mb)

Numeracy

From the beginning of this term students will continue to count down to 100 days at school! They will consolidate their understanding of subitising dots to 10 and beyond. Students will explore number bonds to 10, extending some students to 20. They will determine how many dots they see in tens frames and dots shown randomly. Students will play games such as dominoes to work out number bonds and use playing cards to see dots in groups.



They will use concrete materials to model addition and subtraction stories. Students will draw pictures to match the stories, write number sentences and represent them on tens frames. They will become familiar with the features of an analogue and digital clock and will develop their skills in telling the time to the hour on both types of clocks. Students will complete tasks that take 1 and 5 minutes to gain an understanding of the duration of time. They also will be exploring 3D objects such as cubes, spheres, cones, and cylinders. Students are learning to identify and describe these shapes by their features and where we see them in everyday life, supporting their spatial awareness and mathematical thinking.

Respectful Relationships

Over term three Prep students will be covering 3 topics from the Resilience, Rights and Respectful Relationships Program.

Topic 3: Positive coping

Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies.

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.

Topic 5: Stress management

Students consider the causes of stress and develop a range of self-regulation and coping strategies they can draw on to manage stressful situations.

