Foundation
Curriculum Overview
Term 4, 2015
INQUIRY

INQUIRY UNIT:
This term, Foundation students will be engaged in an inquiry into their own personal and family histories. Through the process of inquiry students will be immersed into different cultures and traditions celebrated by people around the world. Students will be required to complete tasks at home in order to share elements of their family history and culture. The Foundation students will respond to a real world problem and they will generate wonderings about the topic.

Real world problem:
The Foundation students have been asked to investigate and share their families’ histories as a part of an inquiry into the families of Rowville Primary School. All families have things that are the same and things that are different. Why is it important to know about our own families and their stories?

Central idea:
To know about their family histories enabling them to discover their cultural origins and develop historical awareness.

LINE OF INQUIRY:
What is my family history and how do I know?
What are the special places that people have and care for?

The students will know:
- That their family can be similar to or different to other families
- That their family has their own special history and memories
- The students will have developed skills in:
  - Asking questions about their cultural and family history
  - Researching special places that people care for

By the end of the unit students will have compiled a document to show their families history. They will have considered special places that people care for and how they can care for different parts of the environment. Students will understand that their family has their own special history and memories.

ENGLISH:
READING: Thinking beyond the text.
The focus during Term Four will be to continue to explore deep thinking strategies when reading, to develop a deeper understanding of what is read. The students will continue to record their responses to what is read in their personal Reading Response Journal as well as developing skills to reflect on what is read. Student reflections will be recorded in their own personal Reading Reflection Journal. Students will revise the deeper
thinking reading strategies and consider ways in which these strategies help us as readers. They will explore questioning as a means to reflect on the author’s purpose and intent. Students will engage in inferential thinking about the text and talk about characters feelings, motives and attributes. They will understand and talk about a simple sequence of events or steps within the text that is read.

Students will revise and continue to build on their personal bank of accuracy strategies. During the reading workshop the students will:
- be able to hear and say the syllables in words to help them decode unfamiliar words
- revise accuracy strategies and have these modelled for them
- recognise simple compound words when reading unfamiliar words
- independently practise and explore the use of these strategies with texts from their personal book boxes
- participate in one on one conferences and strategy group focusing on personal learning goals
- share and reflect on their personal thoughts and opinions about what is read

**WRITING: Writing to entertain**

During Term Four, students will explore the different purposes of writing and consider the audience. They will experiment with writing for different purposes while thinking about who the audience is and what they will want to know. Students will continue to be exposed to a range of text types including, print texts and digital literacies.

This Term the Foundation students will explore how different authors craft their writing and what they do to make their writing interesting for their intended audience.

Students will continue to participate in individual conferences and strategy groups during the Writing Workshop. Students’ personal goals will be a focus in these conferences and students will be supported to achieve them.

**WORD STUDY:**

Students will continue to develop their knowledge of letter sound relationships and how these are connected to their reading and writing.

Students will be focussing on:
- recognising simple compound words
- being able to hear and say the syllables in words
- continuing to build their understanding of the alphabet, both the names of each letter and the different sounds they may make
- continuing to explore consonant diagraphs
- further developing their automatic recognition of high frequency words
MATHEMATICS:
During Term Four the students will continue building confidence and fluency with counting patterns and applying problem solving strategies.

During mathematics workshops student will:
- continue to develop one to one correspondence when counting large collections
- continue to develop number recognition and formation of digits
- explore mathematical concepts such as patterns, mass and time

Students will participate in individual conferences and strategy groups in order to work towards achieving their goals and continue to develop their understanding of mathematical concepts.

VISUAL ARTS:
In Term Four, the focus of Visual Arts in Foundation is to learn about famous Australian artists. Students in Foundation will look at the famous art work of Sidney Nolan and explore the stories and techniques of Aboriginal art. Through investigations into these Australian artists, students will continue to develop their knowledge of the elements and principles of art. They will also continue to use their artist’s notebooks to plan and sketch ideas and document their thinking. Through discussions about artists and art work, students in Foundation will develop language that will help them respond to art works and identify how the art work that they have created reflects that of other artists. They will also be encouraged to articulate the reason for choice of material and/or media that they have used in their own art.

PERFORMING ARTS:
In Term 4, the Performing Arts program will provide a means for self-expression, a mode of communication and develops both individual and group skills, physically and creatively. It aims to integrate the art forms of music, drama and dance so that all students are encouraged to participate and extend their learning in the Arts through achieving enjoyment and success. This will see the program culminate in the school’s Christmas Concert in the final week of term to celebrate the students achievements throughout the term and the year.

PHYSICAL EDUCATION:
During Term Four, students will focus on the Fundamental Motor Skills of kicking and the Forehand Strike. Students will utilise their kicking and striking in simple minor games and learn the procedures and rules involved.

In kicking, students will:
- focus eyes on the ball
Level Foundation Curriculum Overview Term 4

- step on non-kicking foot
- bend knee of kicking leg
- contact ball with top of the foot
- follow through with kicking leg towards target

In striking, students will:
- focus eyes on the ball
- stand side-on to the target
- step towards target with the front foot
- follow through towards target

ITALIAN (LOTE):

In Term Four, the students in Foundation level will be revising previous vocabulary taught in Terms 2 and 3 and will be extending and linking their vocabulary through the following word lists:
- Body parts
- Numbers from 11-20

They will be adding to their lists of how they feel and using their knowledge in games, songs and a variety of interactive activities.

STUDENT REFLECTIONS/LEARNING GOALS:

Student Reflections:

During Term Three, students will participate in class discussions and reflections about their learning. During conferences students will discuss their learning, their personal goals and their progress. Conversations with the student will focus on how they are working on their goal and what they still need to work on to reach their goal.

Learning Goals:

Students will continue to co-construct their personal learning goals. The personal goals will be verbally discussed and visually displayed for students in the classroom. During one on one conferences the teacher will monitor student progress and discuss this with the student.

INTERVENTION:

Through observations, conference notes and student data teachers will identify students with like needs to form a focus or strategy group. Grouping of students allows the teacher to support students at their individual point of need. Learning mentors are also available to provide one on one assistance where needed.

During the LOTE block, teachers will allow time for short touch base sessions with students at their point of need based on teacher observation during Literacy and Numeracy sessions.
**EXTENSION/ENRICHMENT:**
Through observations, conference notes and student data teachers will identify students with like needs to form a focus or strategy group. Grouping of students allows the teacher to extend students’ knowledge of concepts which they have already grasped.

**IMPORTANT DATES:**

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td><strong>Term 4</strong></td>
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<tr>
<td>Monday, October 19th</td>
<td>FORPS Disco</td>
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<td>Friday, October 23rd</td>
<td>Level 5 Swimming</td>
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<td>Tuesday, November 3rd</td>
<td>Melbourne Cup Holiday</td>
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<td>Tuesday, December 8th</td>
<td>Grade Swap Day</td>
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<td>Monday, December 14th</td>
<td>Christmas Concert</td>
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<td>Monday, December 14th</td>
<td>Level 2-5 Fun Swim Sessions</td>
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<td>Monday, December 14th</td>
<td>Graduation</td>
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<td>Friday, December 18th</td>
<td>Last day of term 4 – 2:30 finish</td>
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<td><strong>Beyond Boundaries</strong></td>
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<td><strong>Foundation: Myuna Farm</strong></td>
<td>Wednesday, November 11th</td>
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<td>Thursday, November 12th</td>
<td>Level 1: Werribee Open Range Zoo</td>
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<td>Thursday, November 12th</td>
<td>Level 2: Enchanted Adventure Garden</td>
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<td><strong>Middle School</strong></td>
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<td>Wednesday, November 11th</td>
<td>Level 3: Camp Rumbag</td>
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<td>Monday, November 9th</td>
<td>Level 4: Camp Rumbag</td>
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<td><strong>Senior School</strong></td>
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<td>Monday, November 9th</td>
<td>Level 5: Coonawarra Farm Resort</td>
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<td>Monday, November 9th</td>
<td>Level 6: Camp Wilkin</td>
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