

## Foundation Sub-School Overview

Dear Parents/Guardians,

Below is an overview of the content your child will be covering in term 3, 2017. Please be aware that the dates are general, as sometimes our assessments tell us that students might need more time to establish their understanding of a concept, or less time if they already understand a concept.

**POWER STANDARDS** refer to the non-negotiable learning outcomes that you can expect your child to work towards throughout a unit of work. Please contact your child's classroom/specialist teacher should you have any questions relating to this information.

<b>Science Unit</b>	<b>Growing Well – Biological Science</b>
<b>Integrated Unit</b>	<b>My Family History</b>

Numeracy		
Week	Topic	Power Standards
<b><i>Week 1</i></b>	Time	Connect days of the week to familiar events and actions. Compare and order the duration of events using the everyday language of time.
<b><i>Week 2 - 6</i></b>	Place Value	An introduction to recognizing, modelling, reading, writing and ordering numbers to 100 (and beyond)
<b><i>Week 7 - 10</i></b>	Addition	Represent practical situations to model addition (and subtraction) using visual and concrete materials.

Reading	
Week/Date	Power Standards
<b><i>Week 1</i></b>	Revise I Charts: Reading Behaviours for each Daily 5 activity
<b><i>Week 2</i></b>	Daily 5 Reading Strategy: Predict and confirm meaning of a word
<b><i>Week 3</i></b>	Daily 5 Reading Strategy: Predicting and Using Punctuation to help fluency
<b><i>Week 4</i></b>	Daily 5 Reading Strategy: Syllables, Punctuation for fluency and Retell
<b><i>Week 5</i></b>	Daily 5 Reading Strategy: Cross Checking and Check for Understanding
<b><i>Week 6</i></b>	Daily 5 Reading Strategy: Interesting Words, Back up and reread and Blends
<b><i>Week 7</i></b>	Daily 5 Reading Strategy: Good Fit Texts, Monitor and Fix Up, Cross Checking
<b><i>Week 8</i></b>	Daily 5 Reading Strategy: Voracious Reading
<b><i>Week 9</i></b>	Daily 5 Reading Strategy: Monitor and Fix Up
<b><i>Week 10</i></b>	Daily 5 Reading Strategy: Using Prior Knowledge, Monitor and Fix Up

Writing		
Week/Date	Genre	Power Standards
<b>Week 1 - 3</b>	<b>Recount</b>	Write a sequence of connected sentences that describe a recent familiar event, including effective orientation (what, who, where, when) and a personal response.
<b>Week 4 - 8</b>	<b>Explanation</b>	Write a series of connected sentences that describe a familiar phenomenon, e.g. How shadow's form, what makes a bicycle move
<b>Week 8 - 10</b>	<b>Procedure</b>	Write a series of sequential steps that instruct the reader how to perform a simple task, e.g. planting a seed, making a paper aeroplane.

Japanese		
Sub School	Unit	Power Standards
Foundation	Colours	<p><b>I can ....</b></p> <ul style="list-style-type: none"> <li>● <b>say some colours-</b> あか aka-red あお ao-blue, きいろ kiiro-yellow , みどり midori-green, しろ shiro-white, くろ kuro-black</li> </ul>
	Animals	<p><b>I can....</b></p> <ul style="list-style-type: none"> <li>● <b>say some names of animals-</b>くま kuma-bear, とり tori-bird, うま uma-horse, ねこ neko-cat, いぬ inu-dog</li> </ul>
	Numbers	<p><b>I can....</b></p> <ul style="list-style-type: none"> <li>● <b>say numbers 1-10</b> Kanji . 1 一 ichi,(pronounced like e-chi), 2 二 ni(nee)、 3 三 san(sun)、4 四 shi/yon (she/yon)、5 五 go (go) 6 六 roku, 7 七 nana/shichi,8 八 hachi, 9 九 kyuu/ku, 10 十 juu</li> </ul>
	Kanji	<p><b>I can....</b></p> <ul style="list-style-type: none"> <li>● <b>trace kanji numbers 1-10</b></li> <li>● <b>trace kanji -big 大きい ookii, small 小さい chiisai</b></li> </ul>

## Physical Education

Sub School	Unit	Power Standards
Foundation	Cooperative Games	<b>I can...</b> <ul style="list-style-type: none"> <li>● take turns and share with my group or team</li> <li>● help others in my group</li> <li>● work together with my classmates</li> </ul>
	Bounce	<b>I can...</b> <ul style="list-style-type: none"> <li>● bounce a ball and catch it, when standing on a spot</li> <li>● bounce a ball and catch it, when moving</li> <li>● bounce a ball to a partner so they can catch it</li> </ul>

## Performing Arts

Sub School	Unit	Power Standards
Foundation	Follow choreography and present learnt choreography	<b>I can...</b> <ul style="list-style-type: none"> <li>● imitate the teacher's choreography</li> <li>● communicate ideas and feelings to an audience</li> <li>● present a learnt dance sequence</li> </ul>
	Perform Drama that communicates ideas to an audience	<b>I can...</b> <ul style="list-style-type: none"> <li>● participate in teacher directed role-play for an audience</li> <li>● stay in character for a short duration</li> <li>● use facial expression and action to enhance my performance</li> <li>● memorise and deliver lines from a script</li> </ul>

## Visual Arts

Sub School	Topic	Power Standards
Foundation	Colour Theory	<b>I can...</b> <ul style="list-style-type: none"> <li>● use primary colours to mix secondary colours</li> </ul>
	Clay Construction	<b>I can...</b> <ul style="list-style-type: none"> <li>● manipulate clay to create a coil</li> </ul>