Overview

- The Foundation Curriculum
- What Foundation looks like – basic expectations
- A day in the life of a student
- Wellbeing and the “You Can Do It “ program
- Homework including home reading
- Questions
The Foundation Curriculum

How do we decide on what to include in the Foundation Curriculum and how is it taught?

- Needs and interests of the children
- Community values and beliefs
- The AusVELS & VEYLDF
- The new Australian Curriculum
- School SSP and AIP
What do we know about the children?

- Assessment and interview results
- Needs, backgrounds, perspectives and interests
- Pre-school transition documents
- Different learning styles
Our community consultation process has identified key values and beliefs, reflected in the development of through lines, or common threads that connect our whole school curriculum.

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<td>Me, my family and how to keep myself safe.</td>
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**FOUNDATION**
AUSTRALIAN VICTORIAN ESSENTIAL LEARNING STANDARDS (AusVELS) - Strands, Domains & Dimensions -

Physical, Personal and Social Learning
- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship

Interdisciplinary Learning
- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- Thinking Processes

Discipline-based Learning
- The Arts
- English
- The Humanities
  - Economics
  - Geography
  - History
- Languages
- Mathematics
- Science
The Victorian Early Years Learning and Development Framework

- Enables all families and professionals working with children in Victoria from Birth to 8 years, to have a common understanding of a child’s learning and development, and how to best support each child and family.
- Works in conjunction with the AusVELS.
- Enables communities to develop their own unique programs to support their needs.
- Recognises that children’s families are their first and most important educators.
What does Foundation look Like?

Key Characteristics of students at this level include:

- building a sense of belonging
- understanding classroom values and practices
- making connections between school and home
- building positive behaviours
- engaging behaviourally, emotionally and cognitively
- developing curiosity and intrinsic motivation
- expressing feelings and ideas in many artistic forms
- mastering technical skills
- developing physical capacities and an awareness of their own health needs
What does Foundation look Like?

**English** - reading and viewing, writing, speaking and listening

Children will start school at different stages but during the Foundation year, it is expected most children will:

- learn about the alphabet and how to write the sounds they make
- learn to move from left to right when reading and writing
- learn the importance of listening
- develop confidence in sharing stories and contributing ideas
- learn how to ask questions for information
- learn to use simple punctuation such as full stops and capital letters
- self-correct by rephrasing when a statement or question is unclear
- develop strategies to assist them when reading simple texts
At Foundation in Mathematics, the standards concentrate on:

- number and algebra
- Measurement and geometry
- Statistics and probability
- Students learn to use different sizes and shapes and understand how to put things side by side, in front or behind, under and over and use ideas such as larger and heavier. Students show achievement of the standards in a variety of ways including:
  - putting items in order of size
  - using numbers 0–20
  - doing basic addition and subtraction
  - recognising shapes such as triangles, circles and squares
  - sequencing days of the week.
  - It is important to remember that a great deal of the maths curriculum requires children to work with concrete materials and so they may not be recording on sheets or in books.
Interpersonal Development

Children develop their interpersonal skills as they interact with other students, teachers and other adults.

The standards describe expectations about how children:

• develop friendships
• learn to share and take turns
• identify the qualities of a friend
• respect the rights and feelings of others.
The Arts

In the Arts, Foundation students create and make performing arts (for example, music and dance) and two-dimensional and three-dimensional visual arts works (for example, drawings and clay models). They:

• use a variety of elements such as colour, movement, shape and texture.
• work with their voices and materials and equipment such as textiles, puppets and musical instruments.
• talk about their own and others’ arts works.
Health, Physical Education and Information Technology

Health and PE

At Foundation students perform basic motor skills in a range of environments including PMP and PE. They explore basic health needs that must be met to maintain or promote their health and to help them grow and develop.

Information Communication Technology

Students become familiar with the main parts of the computer and develop their hand eye coordination. They create simple information products. They use computer programs to enhance their learning.
Specialist Teachers
2014

Left to Right: Sarah Forward, Cameron Sweatman, Julie Christie, Leanne Rault
Where do Science, Communication, Technology or the development of Thinking Skills fit in at Foundation?

Although other dimensions do not have standards and assessment targets, learning focus statements allow for development of skills and knowledge in these areas through an integrated curriculum. These are crucial building blocks for future achievements.
A day in the life of your child…
Literacy Session

- Usually in the morning
- Flexible groupings of children based on teacher assessment results — includes a teaching group
- Reading, writing, listening and speaking
- May link to Integrated Unit or particular focus skill
- May be “Play” based
Numeracy Session

- Earlier in the day
- Flexible groupings with a teaching group
- Includes concrete materials, games and hands on activities
- Encourages thinking and problem solving
- May be “Play” based
An Integrated Curriculum

• Topics linked to whole school through lines,
  Term 1 – Identity

Families and the acceptance of differences, shared experiences, etc.

• Incorporates other AusVELS strands and children’s interests

eg. the arts, technology, science, buddy activities, a chance to follow the children’s interests.
In a school week children may also experience:

- Developmental and free play
- Computer activities and other technologies
- Buddies
- Specialists - Art, Music and P.E. & ICT
- Library
- Show and Tell, stories, songs and dances, PMP
- Drama and role plays
- Special visitors
- “You Can Do It” sessions
- Reflection time (WALT)
- Foundation and whole school assembly
Catering for the individual child

- Flexible and fluid groupings
- On-going assessment
- Programs for remediation and extension
  - in the classroom
  - referrals
- Open-ended activities
- Emphasis on developing thinking skills
- Whole school welfare emphasis
- Open communication with parents
KidsMatter and the “You Can Do It” Program

The Social Curriculum and Student Wellbeing

• AusVELS Interpersonal Development – Students are assessed on their social development for mid year and end of year reports. Progress is reported on in relation to achieving the Foundation standard for Interpersonal Development.

• Teachers recognise that all students have different learning needs and learning styles. Social and emotional needs are catered for in teaching programs.

• Emphasis is placed on building positive relationships through knowing and valuing each student as a special individual.

• Classroom rules and expectations are negotiated at the start of the year.

• School rules are emphasised and reinforced throughout the year.
YOU CAN DO IT

At Mt Martha Primary School the whole school is committed to the *You Can Do It!* program - a social curriculum fostering emotional resilience and positive habits of the mind.

**The Foundations or “Keys To Success”**

- Organisation
- Getting Along
- Confidence
- Persistence
- Emotional Resilience.
Buddy Program and Peer Support Leaders

- Children will have a “Buddy” from Years 4 or 5.
- Lunch activities will be provided by Year 6 Peer Support Leaders.
There is a group of Year Six students whose leadership responsibility this year is to support our Foundation students. They organise lunch time activities, support the children in the yard and assist during transition.
From time to time a change in circumstances, routines and even diet can impact upon the wellbeing and learning ability of a student.

**Children need:**
- Consistent home routines, including set bedtimes to allow for good sleep habits.
- A healthy well-balanced diet. Avoid processed, sugary snacks or foods high in preservatives, particularly in lunchboxes.
- Everyday foods versus sometimes foods.
- Please send water only in drink bottles.
- Pack an extra sandwich or piece of fruit for snack times.
- Breakfast is the most important meal of the day to ensure that children can sustain their concentration and energy levels.
- Frequently arriving at school late impacts on the child’s ability to settle into class routines and is disruptive to others.
- Please be supportive of safe practice and refrain from sending nut products to school.
Children vary in their readiness for literacy and numeracy, and parents should not expect children to be independent learners at this stage.

- Daily sharing of books – supervised reading of take home book – does not replace bedtime stories!
- Sight Vocabulary – Golden words, etc.
- Tasks set by a teacher specific to a child’s needs.
- Incidental opportunities to explore, question, measure, count, use money, play games, be curious, keep collections, investigate things of interest.

Foster a sense of inquiry and wonder about our world.
Thank you for coming to learn more about the Foundation Curriculum.

Speak to your child’s teacher if you have any questions.