

Foundation – Term 3 Planner 2017

English		
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Reading a variety of text types including an increased focus on features of information texts • Using fluent, expressive voice when reading • Modelling what good readers do • Modelled and shared reading of Big Books and digital stories • Building strategies such as blending sounds, reading on, rereading, picture clues • Developing comprehension through re-telling the story in sequence and answering questions about the text • Reading pictures • Reading with understanding 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Developing ability to write sounds heard in words including beginning and ending sounds • Say new words slowly and write down each sound • Continue the use of spaces between words, rereading to check own writing, correct use of lower and upper case letters and use of simple punctuation e.g. capital letters, full stops, etc. • Recount writing • Information writing • Rereading and monitoring own writing • Spelling known words correctly • Handwriting: Correct formation of letters focussing on correct starting point, posture, pencil grip and direction 	<p style="text-align: center;">Word/Letter Study</p> <ul style="list-style-type: none"> • Revising common letter sounds • ‘Little Learners Love Literacy’ to work with sounds and learn further letter blends, e.g. th, ch, ee, sh and ing • Being able to hear the rhyme in words • Counting syllables • Build word families e.g. dog, log, fog • Further increase a bank of known words that can be read quickly • Spelling of Oxford Words
<p style="text-align: center;">Speaking and listening</p> <ul style="list-style-type: none"> • Appropriate listening and speaking when working with others • Being an attentive and courteous listener including looking at the person who is speaking • Dramatisation of stories and real life situations • What is a question? What is a statement? • Participating in class discussion and group work • Rhyming words and syllables • Being confident to ask questions 		
Mathematics		
<p style="text-align: center;">Number and Algebra</p> <ul style="list-style-type: none"> • Compare and order collections up to 20 and beyond • Make models of numbers to at least 20 or more e.g. Recognise that “teen” numbers are 10 and some more • Group objects and investigate simple relations between the groups e.g. sharing pencils among students • Use terms first (1st), second (2nd), third (3rd) up to tenth [10th] to show the place of an object • Follow short sequences of instructions • Use concrete materials and pictures to add and subtract small groups of numbers 	<p style="text-align: center;">Measurement & Geometry</p> <ul style="list-style-type: none"> • Directly compare common objects in length, mass and capacity using appropriate language (e.g. longer, heavier, lighter, holds more or less). • Connect days of the week to familiar events and actions • Follow and give simple directions using location language • Continue to explore, sort, describe two dimensional shapes such as squares, circles, triangles and rectangles and three dimensional objects in the environment such as cubes and spheres. 	<p style="text-align: center;">Statistics and Probability</p> <ul style="list-style-type: none"> • Answer yes/no questions to collect information and data • Interpreting simple graphs e.g. how many children have blue eyes in our class? • Experiment with different ways to present data collected such as pictographs and lists
Inquiry Unit	Library	Digital Technologies
<p>Australia Our Place –</p> <ul style="list-style-type: none"> • Where Australia is and what does it look like? • Who lives in Australia and where are they from? • What is special about Australia, its people and animals? • Who are indigenous Australians? 	<ul style="list-style-type: none"> • Exploring different picture books and favourite authors and illustrators • Continuing to follow library procedures, looking after our books and being responsible to return books borrowed 	<ul style="list-style-type: none"> • Access different software programs to enhance the literacy and mathematics learning • Continue using the desktop computers e.g. mouse, keyboard, printer
Interpersonal Development	Important Dates	
<ul style="list-style-type: none"> • Regular activities to encourage getting along and to develop social skills • ‘You Can Do It’ Program - Confidence and Persistence. Continue to build on our organisational and getting along skills with a special focus on being confident and persistent. What thinking tools help us become confident, persistent learners • Use of ‘Circle time’ to teach emotional intelligence & resolution of classroom/individual issues 	<ul style="list-style-type: none"> • Monday 24th July to August 4th - Oral Health Screening • Thursday 27th July –Music Is Fun Band Performance • Tuesday 1st of August – “The Zoo comes to You” Australian Animals Incursion • 14th August – Glasses for kids screening program • Friday 18th August – Blurb's Concert • Monday 21st August - Book week • Friday 1st September - Father's Day stall • Thursday 14th September and Friday 15th September- School Production Pinocchio • 22nd September - Last Day of Term 3 (2.30 finish or 1.30 signed out) 	