



Foundation Curriculum  
Guide

2020



**OLIVET CHRISTIAN COLLEGE**

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# ENGLISH

## Course Description

Students develop their skills in reading, writing, speaking and listening. We begin the year building the students phonological awareness skills. It is a broad skill that includes identifying and manipulating units of oral language (syllables, onset and rime). A strong phonological awareness builds a strong reader and writer. We follow the order from Jolly Phonics to ensure they are learning the most common sounds first. We take a multi sensory approach when learning to read and write, including hands on and formal structured activities.

We use a combination of decodable readers (words that can be sounded out) and Readers (e.g. PM) for take home books. Students take home a book each night to read to/with parents and return the next day.

We have set writing sessions throughout the week. Each Monday morning we write a recount and throughout the year we explore different writing genres, such as narratives, information texts, letter writing, procedural texts and more.

Students participate in Show and Tell on a weekly basis, enabling students to develop their speaking and listening skills.

## Aims

- Understand that there are different types of texts when writing and reading
- Listen to and read a variety of different multimodal texts
- Read high frequency words and blend sounds orally
- Use familiar words, phrases and images to convey an idea
- Develop their listening, interaction and speaking skills

## Topics

- Phonics - Jolly Phonics program
- Writing - variety of text types
- Speaking and Listening
- Reading - decoding, fluency and comprehension
- Word work - Most 100 used words (M100w)

## Time Allocation

- 10 periods per week

## Assessment

- English Online Interview
- Running records
- Oral tests
- Written tests
- Writing samples
- Anecdotal notes

# MATHS

## Course Description

Students develop their skills in Number and Algebra, Measurement and Geometry and Statistics and Probability.

We take a hands on approach during Math sessions, using games, number rhymes, manipulatives and whole group discussions centred around new concepts and when reviewing prior concepts learnt.

Students develop their number knowledge starting with a deep understanding of numbers to ten and then move to numbers to twenty and beyond. Students begin to use their mathematical language when investigating length, mass, capacity, shape and time. Students learn to interpret and make data displays.

## Aims

- Connect between number names, numerals and quantities
- Develop fluency in counting numbers, patterning and comparing aspects of measurement
- Build problem solving skill sets to enable them to solve unfamiliar problems and justify the reasonableness of the answer

## Topics

- Number and Algebra: Counting, Addition, Sharing, Patterns, Subtraction
- Measurement and Geometry: Length, Capacity, Positional language, Time, Shapes
- Statistics and Probability: Collecting and interpreting data

## Time Allocation

- 10 periods per week

## Assessment

- Early Years Numeracy Interview
- Written tests
- Oral tests
- Anecdotal notes
- Samples of work

# **SCIENCE**

## **Course Description**

Students build their knowledge base in the areas of Chemical Science, Physical Science, Biological Science and Earth and Space Science. Students study different inquiry topics each term. In Foundation, we cover the topics of Weather and Seasons, Materials and Movement, My Body and the Five Senses and Living Things.

Students are involved through discoveries and experiments in a hands on approach. Students learn to pose questions, seek answers and use their senses to gather different types of information.

Students also participate in STEM (Science Technology Engineering and Math) each week. The Foundation students work with the Grade 1/2 students in these sessions.

## **Aims**

- Participate in guided investigations
- Pose and respond to questions and share observations
- Engage in discussions and represent their ideas

## **Topics**

- Chemical Science
- Physical Science

## **Time Allocation**

- 1 period per week

## **Assessment**

- Learning Journal

# HASS

## **Course Description**

Students identify important events, people and places in their own families and communities. They describe features of places and begin to understand maps and what they represent.

Students study different inquiry topics each term. In History, we cover the topics of My Family, My Families History, Past and Present and Celebrations. In Geography, we cover the topics of Special Places, Our Country Australia, Mapping.

Students learn to research, question and analyse information. They draw simple conclusions and communicate their ideas.

## **Aims**

- Identify important events in their own lives
- Identify how they and their families commemorate past and current events
- Describe features of familiar and special places
- Recognise features and locate them on maps and models
- Share and compare observations with their peers

## **Topics**

- History - My Family, My Families History, Past and Present, Celebrations
- Geography - Special Places, Our Country Australia, Mapping

## **Time Allocation**

- 2 periods per week

## **Assessment**

- Learning Journal

# VISUAL ART

## Course Description

From Foundation to Year 2 in Visual Arts, students undertake units of work that introduce the Art Elements of Design. They investigate how various line types can express effects such as types of movement in artworks. Students explore subject matter that may include seascapes and streetscapes, letterform design and automatic drawing of shapes using graphite and coloured pencils and felt-tip markers as the media. They progress to painting with watercolours and may at times combine this with oil pastel resist techniques. Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

## Aims

- Have opportunities to explore a variety of art media and develop their skills
- Develop fine motor skills
- Learn to communicate basic ideas through visual representations
- Develop thinking skills as they seek to improve their work practices
- Understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- Recognise and develop their own God-given ability to be creative

## Topics

- Letterform name design and automatic drawing of shapes
- Visualisation Drawing
- Watercolour Painting
- Oil pastel resist

## Time Allocation

- 1 period per week

## Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work

# MUSIC

## Course Description

Students begin to investigate some of the fundamental building blocks of music. They explore dynamics, tempo and pitch and become aware of the rhythm and beat of a piece of music, discussing their differences. Students learn to listen as part of an audience and engage in conversations about the music they hear. They participate in play-based learning activities and learn a repertoire of songs that they sing along with their peers.

## Aims

- Distinguish between our four voices
- Perform simple rhythm and beat activities
- Stay in tune when they sing
- Keep in time when they sing and play
- Correctly identify basic music elements

## Topics

- Singing
- Four Voices (talking, whispering, calling, singing)
- Loud and Soft
- High and Low
- Fast and Slow
- Beat
- Rhythm
- Music Appreciation
- Instruments

## Time Allocation

- 1 period per week

## Assessment

- Participation
- Classroom activities
- Performance (singing and playing)
- Topic quizzes



# *LOTE - AUSLAN*

## **Course Description**

Students entering the early years of schooling are given the opportunity to learn a language other than English (LOTE). At Olivet Christian College, the chosen language is Australian Sign Language (Auslan). As students progress through Foundation to Year 2, students learn to interact with each other, and with teachers, about themselves, their families, and their immediate environment. In class, students follow visual instructions to complete specific tasks, and to participate in action-based signing games. Students also learn the Auslan alphabet to the point where they are able to sign and recognize their own name, and learn signs relating to familiar topics. Culturally appropriate protocols, such as gaining attention and maintaining eye contact are also taught and reinforced during each class.

## **Aims**

- To introduce the students to the nature of visual communication.
- To lay a foundation for the use of Auslan during familiar classroom routines
- To express feelings such as like or dislike
- To identify information such as size and shape in signed texts
- To understand that Auslan is a real language used by the Australian Deaf community

## **Topics**

- Greetings
- Iconic signs
- Sport
- Food
- Classroom items
- Auslan alphabet
- Counting in Auslan

## **Time Allocation**

- 1 period per week

## **Assessment**

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions
- Formative assessment and observation

# HEALTH

## Course Description

The Foundation Year course provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The course provides opportunities for students to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The course explores the people that are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom.

## Aims

- To develop an appreciation of the marvellous bodies that God has created as our abode
- To develop a healthy lifestyle
- To contribute to a healthy lifestyle both as individuals and as a group
- To learn to make wise choices with our health and lifestyle

## Topics

Topics for the year F-2 course include:

Bities	Keep It Clean
Road Safety	Accidents
Hot & Cold Weather	How do you Feel?
Time to Eat	Important People
We Are All Different	Helping at Home
The Aged	Food and Water
Outdoors	Healthy Food
Bike Safety	I'm Healthy
Water Safety 1	Germs
Bushfires	Fire Safety
SunSmart	This is Me
Oral Health	Water Safety 2

## Time Allocation

- 1 period per week

## Assessment

- General observation of completed tasks
- Involvement in discussions
- Attitudes displayed during class

# *PHYSICAL EDUCATION*

## **Course Description**

Students are provided with opportunities to learn through movement, broadening the range and complexity of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and teams. Students build on their awareness that taking care of our bodies brings glory to God. Students are supported to make decisions to enhance their health, safety and participation in physical activity. Students explore health decisions and behaviours, by understanding Godly character traits of doing one's best, being an encourager and working with unity in a team.

## **Aims**

- To engage in regular movement based learning to further develop fundamental motor skills
- To develop an interest and enjoyment in maintaining physical health and fitness
- To develop an understanding of how to build positive relationships in different contexts
- To develop co-operative and team work skills in a variety of simple game situations
- To develop an awareness that taking care of our bodies brings glory to God

## **Topics**

- Fundamental Motor Skills - Leap, dodge, skip, dribble, roll, climb, hit, catch, throw, kick, bounce
- Swimming and water safety
- Athletics
- Fitness Training
- Movement
- Gymnastics
- Minor Games
- Health

## **Time Allocation**

- 1 period per week

# *DIGITAL TECHNOLOGY*

