

# Kurunjang Primary School

~Learning Together~

## Foundation Remote Learning Newsletter, Term 3 2020

Dear Parents/Guardians,

Welcome back to school for term 3! We hope that your child has settled back into remote learning on Seesaw! We hope they are enjoying the activities and tasks. If you have any questions regarding online learning or how to use the Seesaw platform please email your child's classroom teacher for assistance.

Teachers will be checking in with students through the Seesaw platform and through fortnightly phone calls. Please keep in mind, all teachers are calling from home. If you see a private number calling please answer! It is going to be us calling and checking in!

### Reading

In Week 4 students have practiced monitoring and correcting their reading. They have practiced reading with fluency by making sure that their reading is smooth and not bumpy.

In Week 5 students will be completing a Reading Project as it is our 100 Days of School week. For our Reading project we will be trying to see if we can read 100 words in one week. Students will also be reading for enjoyment across the week.

In Weeks 6 and 7 students will focus on summarising and will discuss the text they are reading and remember the important details and what the story is about after reading their text. Students will also focus on synthesising and identifying new information in text or pictures and talk about what they already know relating to the text they are reading.

In Week 8 students will be introduced to different text types, such as Fiction and Non-Fiction. Students will be looking at the features of each text type and will work on identifying the type of text they are reading.

In Weeks 9 and 10 students will be exploring the connections between different texts, such as Fiction and Non-Fiction. Students will also focus on recognising and locating High Frequency Words in a text.

### Writing

In Week 4 students have been working on recording the sounds they hear in words by using their letter/sound knowledge. They are working on revising their work to make sure their writing makes sense by re-reading their work and listening carefully to what they have written.

In Week 5 students will be using writing prompts based around the number 100. They will be drawing a picture and then completing the prompt by recording their thoughts.

Weeks 6 and 7 students will focus on making their writing flow through the use of transitional words. Students will also focus on structuring their writing by sequencing the events of their idea.

In Week 8 students will create multimodal texts and explore creating texts through photos and videos. They will have the opportunity to share their texts with their peers.

In Weeks 9 and 10 students will be exploring their voice as writers throughout their writing. Students will also focus on using a range of ideas to help with creating and writing their own texts. They will explore different ways to generate ideas.

## **Maths**

In Week 4 students have been developing their understanding of time. They have focused on creating a calendar for the month of August and identifying when their birthday is. They have explored the seasons and duration of time.

In Week 5 students will complete a Maths Project as part of our 100 Days of School week. For our Maths project we will be making a collection of 100 different things. Students will be involved in maths activities inspired by the number 100.

In Week 6 students will solve addition problems using a range of mental strategies, through games and hands on activities, such as counting all, counting on and tens facts.

In Week 7 students will investigate geometry in their home environment. They will identify symmetry in shapes and investigate the effects of one step transformations.

In Week 8 students will solve subtraction problems using a range of mental strategies, through games and hands on activities, such as counting back, counting all and counting up to a given number.

In Weeks 9 & 10 students will count collections to 100 by partitioning numbers using place value. They will understand the importance of grouping in tens, understanding two-digit numbers as being comprised of tens and ones.

## **Inquiry**

In Inquiry, students will take time to reflect on their learning and apply their skills during Wellness Wednesday lessons. Fortnightly, students will explore a range of social and emotional problem solving lessons (taught through the school wide Respectful Relationships program) and on alternating weeks, students will practice a range of self-regulation skills.

## **Kitchen Garden**

The Foundation students will be introduced to the Kitchen Garden where they will be looking at plants and what they need to live and grow and compare this to what we need to live and grow. We will look at the basic structure of a plant and what are fruits and vegetables.

In Week 5 we will look at what a plant needs to grow.

In Week 6 we will look at what they need to grow.

In Week 7 we will be looking at what are fruits and what is their favourite fruit.

In Week 8 we will be looking at what are vegetables and what is their favourite vegetable.

In Week 9 we will be looking at what is in one of the meals they have.

In Week 10 they will help make a meal for the family.

## **PE**

For Flexible and Remote Learning in Term 3 Foundation students will continue to work weekly on the basic movement skills of running, hopping, jumping, galloping and skipping.

In week 4, students will be introduced to catching a small object with their hands. Students will work through a variety of individual and partner activities.

In Week 5, students will be introduced to the overarm throw from a sitting, kneeling and standing position. Students will begin to throw overarm from a side on stance at targets.

In Week 6, students will revise the skills of throwing, catching, kicking, bouncing and dodging by participating in 30 second challenge activities.

In Week 7, students will be introduced to a forehand strike (using one hand to strike a ball).

In Week 8, students will revise kicking a large ball off the ground and kicking a ball at a target.

In Week 9, students will be introduced to punt kicking a large ball.

In Week 10, students will participate in Celebration of Learning Week – Football Theme (AFL football, soccer, rugby) where students will participate in fitness and various football skills.

## Visual Art

For Flexible and Remote Learning in Term 3 the Foundation students will be continuing to work on the medium of drawing for Visual Arts.

<p>In week 4, students will explore the elements of line and shape using the teddy bear as an inspiration for creating an artwork. This artwork will also include paper folding skills to add a three dimensional element to their drawing.</p> <p>In week 5 students will use shadows as a strategy for drawing an object such as a small toy on paper. They will explore a variety of different lines and use them to trace around the shadow of their object.</p> <p>In week 6 students will collect twigs, pebbles, leaves and grass from their garden to make a nature drawing of a person.</p> <p>In weeks 7 students will be encouraged to use their hand as a starting point for their drawing. They will practise the technique of tracing their hand to create a picture of a goose.</p> <p>In week 8 students will be finding three different sized circles around the home to trace, to make a circle artwork which they will also colour in.</p> <p>In week 9 students will draw a picture of a vase on cardboard they source from around the home and decorate it using a variety of different lines. Students will be encouraged to make small holes in the top of the vase to put flowers from their garden.</p> <p>In week 10 we will be using the story, Where the Wild Things Are by Maurice Sendak, as inspiration to create a 'wild' mask utilizing a range of possible materials they find around the home.</p>	<p>Materials you might need:</p> <p>White drawing paper Grey lead pencil Coloured pencils Markers Crayons Scissors Cardboard box, for example, tissue box, cereal box or shoe box. Miscellaneous decorative Objects such as, feathers, buttons, wool etc. Food dye</p>
---	--

## Performing Arts

During weeks 4 to 10 of Term 3, students in years Foundation to 2 will be developing their skills in identifying and playing beats and rhythms.

In week 4, we will work on keeping the beat and introduce the word rhythm. Students will use homemade instruments or items from around the home such as, chopsticks or pencils as rhythm sticks, the maraca made in week 2, a bucket as a drum or body percussion - tapping / clapping/ stamping (hands / legs / feet) to keep the beat and play the ti ti ta rhythm

pattern. Students will listen to the song 'I went driving in my car' and join in with me when they have identified the beat and the rhythm.

In week 5, students will identify beats and rhythms through dancing. They will join in the dance 'Stomp, Stomp, Clap' by the Learning Station, and clap along to the beat and identify the rhythm. Students can then choose a song they like and clap the beat and add some dance moves to highlight a rhythm pattern within the song.

During week 6, students will be introduced to a new rhythm. They will learn to keep the beat and play the taa taa ti-ti taa rhythm pattern. Students will listen to the song 'Just like me' and join in with me when they have identified the beat and the rhythm. They can use any of their homemade instruments or items from around the home to play along.

In week 7, students will continue to learn to keep the beat and play the rhythm pattern taa taa ti-ti taa. They will listen to the song 'The Dinosaur Stomp' and join in with me playing the beat and rhythm. They will then have a go at the 'Dinosaur Stomp' dance.

In week 8, students will use a variety of techniques to produce different sounds on the Djembe drum. Students will use a bucket or tabletop as a drum. They will follow me through the African jungle and make the sounds of lots of different animals, as I tell the story. Students can have a go at re-creating the story and perform it for someone in the family.

In week 9 and 10, students will learn to play the Djembe drum. They will use a bucket, pot or tabletop to play the tone notes and base notes.