

Osborne Primary School



Curriculum Information Foundation - 2024

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Important Dates

Term 1

- 10 Day Celebration – Tues 20th Feb
- Jolly Phonics Parent Info Session – Thurs 22nd Mar
- School Photos – Thurs 7th Mar
- Foundation Parent discussions – 18^h to 22nd Mar
- Whole School Cross Country – 28th Mar

Term 2

- Foundation Swimming Program – 22nd to 26th Apr

Term 3

- Student-Led Conferences TBA
- 100 Days of School Celebration TBA

Term 4

- Colour Run TBA
- Christmas Concert TBA

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Welcome

Message from the Foundation Teachers

Welcome to Foundation at Osborne Primary School!

We all look forward to getting to know you and working together to support your child's learning.

We recognise that starting school is a very exciting milestone in your child's life. We understand there are often many questions parents have and want to make sure that you feel comfortable about your child starting school. Sometimes you just want to hear that your child is not missing you too much and is playing well and working well with others. Please don't think that any question is too trivial. We warmly welcome any question that will help put your mind at ease. We are happy to chat informally to you outside of student contact time (8:50am – 3:15pm), or feel free to make an appointment to speak to the teacher.

Kind regards,

Imogen Annesley (Foundation Team Leader), Rachel Mace, Katie Bray, Bonnie Hillman and Eliza Tatham



Term 1 Information

Our Foundation students have had a fantastic start to their school life. They have settled in well to the routines of school and the classroom, developing their independence and organisational skills. There are a few reminders, some important dates to remember and our main focuses this term for each learning area.

Key Dates

- **Week 4** (Tues 20th Feb) 10 Days of School Celebration
- **Week 5** (Thurs 22nd Feb) Jolly Phonics Parent Information Session
- **Week 6** (Mon 4th – Friday 8th March) students attend full time with a 3.15pm dismissal
- **Week 6** (Thurs 7th Mar) School Photos
- **Week 7** (Mon 11th Mar) Labour Day Public Holiday
- **Week 8** (Mon 18th – Fri 22nd Mar) Foundation Parent Teacher Conversations
- **Week 9** (Thurs 28th Mar) Last day of Term 1

Phonics

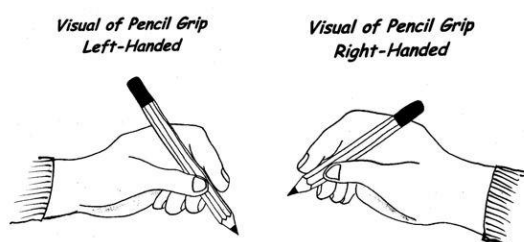
The main focus for Term 1 will be developing phonological awareness through the program Jolly Phonics. Jolly Phonics focuses the teaching of sounds in a particular order, which enables children to form and write words using a fun and exciting approach. There is 40+ sounds in the English language. The letters are introduced in an interesting and sequential way, involving plenty of actions and stories. Students will bring home a Sounds Book containing the sounds that they have learnt for you to practice at home.

Reading

As students learn the 42 letter sounds, they will begin to blend them together by saying each sound to read simple words e.g. s/a/t. Other reading strategies such as looking at the picture and getting your lips ready to make the first sound are also taught via modelled and independent reading experiences. A parent information session is scheduled for Thursday 22nd February to explain our Foundation reading program in further detail.

Writing

Writing in Term 1 of Foundation is all about having a go. Our focus is to develop students' fine motor skills through various activities including tracing, plasticine rolling, threading, and controlled movements using tongs/pegs. Students learn to use the 'tripod' pencil grip and seating posture and record letters using the correct letter formation. Students begin to form simple sentences and write recounts about their weekend experiences.



Mathematics

Foundation students use a lot of hands-on materials in mathematics. Students focus on building their number sense, including identifying numerals, number names and matching quantities through various songs and games. We begin with numbers initially to 10 and then beyond. We will begin to quickly recognise the number of objects in a small group without counting them (subitise). Students will be engaged in activities to understand and order days of the week and identifying and using positional language to explain the location of an object.

Wellbeing

Students will be introduced to our school values through activities in and outside the classroom. Through guided play, classroom activities and empowering language, students will develop their own social and emotional skills. Our aim is to help students learn to care for themselves, others and the environment. Not because we say so, but because they know it is the right thing to do.

The guiding concepts are:

- Treat others as you would like them to treat you (The golden rule)
- Pursue your personal best
- Have reasons for the things you say and do
- Be brave – participate to progress
- It takes great strength to be sensible



Specialist and Library Timetable

	FET	FRM	FIA	FKB	FBH
Phys Ed	Monday 2.25-3.15pm	Tuesday 1.35-2.25pm	Tuesday 2.25-3.15pm	Tuesday 1.35-2.25pm	Tuesday 2.25-3.15pm
Art	Tuesday 1.35-2.25pm	Tuesday 2.25-3.15pm	Wednesday 9.00-9.50am	Friday 11.10-12pm	Wednesday 9.50-10.40am
Music	Wednesday 11.10-12pm	Wednesday 1.35-2.25pm	Wednesday 2.25-3.15pm	Wednesday 12-12.45pm	Friday 11.10-12pm
LOTE	Tuesday 2.25-3.15pm	Thursday 12-12.45pm	Thursday 1.35-2.25pm	Wednesday 11.10-12pm	Tuesday 1.35-2.25pm
Problem Solving	Wednesday 9.50-10.40am	Wednesday 2.25-3.15pm	Tuesday 1.35-2.25pm	Tuesday 2.25-3.15pm	Wednesday 1.35
Library	Monday 1.35-2.25pm	Monday 12-12.45pm	Monday 9.50-10.30am	Monday 2.25-3.15pm	Thursday 9.00-9.50am

School Term Dates

Term 1: 29th January – 28th March

Term 2: 15th April – 28th June

Term 3: 15th July – 20th September

Term 4: 7th October – 20th December

Swimming

In Term 2, Foundation students will complete a 4 day intensive swimming program at YAWA Rosebud Aquatic Centre. This excursion is a required element of the school's curriculum. These lessons are led by qualified swimming instructors and aim to provide students with skills such as water control, floating and kicking.

Homework

Foundation students will begin bringing home their take home green reader bag in week 3. Inside the bag, there will be a yellow reading log book for you to record your child's reading, a Jolly Phonics sounds book containing the sounds that have been introduced so far, and a levelled reader book.

It is expected that your child reads their reader each night and returns it to school the next day. We would like to stress the importance of taking 10 minutes per night (or morning before school if that suits your family better) with your child to complete their reader. By helping your child develop a routine of doing their reader daily, you are helping them to develop lifelong learning habits which will benefit them throughout their schooling.

At the end of Term 1, we will send home a Tricky Word book which contains a list of words we would like the children to practise reading at home. These wordlists make up a large number of commonly used words when reading. They are often tricky to blend or sound out.

Night of Reading Certificates

When students reach reading milestones (25, 50, 100, 150 and 200+) they will receive a certificate to acknowledge their hard work.

Perceptual Motor Program

Later in the year, students will participate in a PMP (perceptual motor program) session. PMP is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills. These skills assist with student learning within the classroom.

Buddies

Every Foundation child will be matched with a Year 5 or Year 4 buddy. The buddy classes meet periodically for special 'buddy' activities including during their library time. The older children really enjoy looking after their Prep buddies!

Instrumental Music Lessons

Private instrumental lessons are available in guitar, drums, ukulele, flute, singing and piano, providing one-on-one tuition to students on a fee-paying basis. All instrumental students have the opportunity to perform in our annual Instrumental Concert held in Semester 2. Please contact the school office for more information.

Uniform

It is expected that all students wear the correct school uniform at all times. Your assistance in ensuring that your child attends school in the correct attire is greatly appreciated. A copy of our Uniform Policy is available on our school website. Each Friday, students are to wear their house colours t-shirt.

Portfolios

Student portfolios are created in Foundation to showcase student work, record goals and monitor progress. In Term 3, students will share their portfolio with their parents/carers during our 'Student Led Conferences'.

School Photographs

School photos take place on March 7th. More information will be shared closer to the date.

Incursions/ Excursions

In Foundation, we have several incursions and special days planned throughout the year. In Semester 2, students will participate in an excursion.

Here are some exciting events that will be happening this year.

- 10 Day of School Celebration
- 100 Day of School Celebration
- Foundation - Year 2 Cross Country
- Swimming
- Colour Run
- Foundation excursion (TBA)
- End of Year Celebration

Volunteering/ Parent helpers

There are plenty of opportunities for parents, grandparents, or carers to be involved in their Foundation child's learning. For example, supporting our morning reading and excursions.

Assemblies

Assemblies are held each Friday at 2.30pm in the gymnasium. Foundation students will begin attending assemblies later this term.

Digital Technologies

Foundation students have a weekly 50 minute digital technology lesson. During these lessons, students learn how to navigate an Ipad by learning how to turn it off and on, turning the volume up and down, and logging into apps such as Reading Eggs.

Example of a Typical School Day

Foundation Timetable Example		
8.50-9.00am	Soft-start staggered starting time Mat time	Students arrive and prepare themselves for day.
9.00am	Morning Reading Program	Students start their reading program by reading their take home reader and then completing their journal work. As Jolly Phonics sounds and Tricky Words are introduced, students are encouraged to practise reading these during this time too.
9.30am	Fruit Break	Students come together on the carpet and enjoy their 'easy peasy' fruit snack (e.g. banana, apple or pear). We also discuss the daily routine, discuss the class calendar, count our days of school and prepare for the day.
9.40am	Phonics/ Reading Session	Students revise the Jolly Phonics sounds learned previously. A new sound is introduced. Students are provided opportunities to correctly recognise, write, and blend the sound through a multi-sensory lesson. Later in the year, small literacy group rotations are introduced where students work on reading, writing and spelling skills.
10.30am	Supervised Recess	Children eat their snack and engage in peer conversations.
10.40am	Recess	Children play and explore the Prep playground area and sandpit.
11.10am	Writing	Our writing sessions allow students opportunities to work on their fine motor skills, handwriting, spelling, and story writing. Some text types we focus on in Foundation include; letters, recounts, and narratives.
12pm	Mathematics	Children participate in a variety of activities to build on their knowledge of number, patterns, measurement, shape, location and transformation, and data representation using a range of hands-on resources.
12.45pm	Supervised Lunch	This is a relaxed time where children eat their lunch together and have an opportunity to engage in peer conversations.
12.55pm	Lunch	Children play and explore the Prep playground area and sandpit.
1.35pm	Specialist Lesson	Students participate in a range of specialist lessons, these include: Art, Music, Physical Education, or Indonesian with a specialist teacher. Library, digital technology and PMP (Perceptual Motor Program) sessions are taught by your child's class teacher.
2.25-3.05pm	Wellbeing (Social and Emotional Learning) or Inquiry Session	Social and emotional learning (SEL) can help students learn the competencies and skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others. Over the course of the year, students explore a range of topics through investigative work and hands-on learning. Topics link to our inquiry threads Diversity, Sustainability, Creating and Understanding.
3.05-3.15pm	Getting Ready to go Home	Before students are dismissed, they pack their belongings and clear up their space in the classroom, checking hats and bags.
3.15pm	Home Time	The teachers take the students to the designated area where they are collected by their parents/guardians.

Classroom Focus

Foundation Curriculum Topics for 2024

Jolly Phonics

Jolly Phonics is a fun, multi-sensory synthetic phonics program. Students are taught the letter sounds first, on their own and then taught to blend sounds together to say the word. Our students will learn the 42 main sounds of English, not just the alphabet. Some sounds are written with two letters, such as /ee/ and /or/ (these are called digraphs). Each sound is taught with an action, which helps children remember the letters that represent it. It takes us 2 weeks to teach each set of sounds, allowing some revision days. Once students are familiar with the sounds and can use them when reading and writing, we look at alternative spelling patterns for some sounds. The alternative sounds are revised in Year 1.

42 Main Sounds	Alternative Sounds
s, a, t, i, p, n	Short vowel sounds a, e, i, o, u
ck, e, h, r, m, d	'ck' spelling pattern
g, o, u, l, f, b	The 'Floss Rule' doubling s, z, l, f
ai, j, oa, ie, ee, or	'y' spelling for /ee/
z, w, ng, v, oo, oo	'Magic e' (a-e, e-e, i-e, o-e, u-e)
y, x, ch, sh, th, th	'Toughy y' (ay for ai and oy for oi)
qu, ou, oi, ue, er, ar	'ea' spelling for /ee/
	'y' spelling for /ie/
	'ow' spelling for /oa/ and /ou/
	'er babies' (er, ir, and ur)

CAFÉ Reading Framework

As our students become more confident and accurate when blending sounds, we introduce the CAFÉ reading framework. This framework is a whole school approach to developing effective reading strategies. In Foundation, we begin with 'Accuracy' strategies which are necessary to help decode unknown words. When students are using these strategies independently to help them decipher text or self-correct, we focus on fluency strategies.

These strategies are introduced in class during our literacy block which follows the 'I do' 'We do' 'You do' model. First teachers will model how to use the strategy. Then students are provided time to 'join in' and have a go with the comfort and support of their teacher, before being provided time to try it on their own.

Students are provided individual book boxes containing a variety of books which include; books of interest, and 'Good Fit' or appropriate levelled books which they read from regularly.

C Comprehension I understand what I read		A Accuracy I can read the words		F Fluency I can read accurately, with expression, and a rate that matches the text		E Expand Vocabulary I know, find, and use interesting words	
1st	Set purpose for reading	1st	Look carefully at letters and words	1st	Read texts that are a good fit	1st	Tune in to interesting words
ACTIVE READING	Use prior knowledge to predict and connect with text	WORD PARTS & UNDERSTANDING	Listen carefully to sounds	IMPROVE FLUENCY	Use punctuation to enhance phrasing and prosody	FIGURE OUT WORD MEANING	Use prior knowledge and context clues
	Check for understanding; monitor and self-correct		Say the word slowly		Adjust and apply different reading rates to match text		Use pictures, illustrations, and diagrams
	Back up and reread		Look for word parts		Reread text		Use word parts
	Make and adjust mental images; use text to confirm		Map it		Read voraciously		Apply understanding of figurative language
	Ask questions throughout the reading process		Try a different sound				Use reference tools such as dictionary, thesauruses, and glossaries
	Make and adjust predictions; use text to confirm		Use meaning and context to confirm				Ask someone to define the word for you
	Infer and support with evidence		Read voraciously				Read voraciously
ANALYSIS OF READING	Recognize literary elements (genre, plot, character, setting, theme, problem/resolution)						
	Retell; include sequence of main events						
	Summarize text; include important details						
	Use main ideas and supporting details to determine importance						
	Use text features to learn important information (titles, headings captions, graphic features)						
	Analyze how visual elements integrate and contribute to the meaning of text						
	Determine and analyze author's purpose and support with text						
	Recognize and explain cause-and-effect relationships						
	Compare and contrast within and between text						
	Read voraciously						

Behaviors That Support Reading

- Get started right away
- Stay in one spot
- Work quietly
- Read the whole time
- Increase stamina
- Ignore distractions
- Persevere

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Modelled reading

Modelled reading (reading to or reading aloud) involves students listening to a text read aloud by the teacher. The teacher models skilled reading behaviour, enjoyment, and interest in a range of different styles of writing and types of text. It provides an opportunity for teachers to demonstrate their enjoyment in reading and allows students to see a purpose in learning to read.

Shared reading

Shared reading usually involves the whole class and the teacher reading an enlarged text (e.g. big book, online text) together. Students are encouraged and supported by their teacher to trial previously taught reading strategies and build reading confidence.

Guided reading

Guided reading is an instructional practice or approach where teachers support a small group of students to read a text independently.

Independent reading

During independent reading, students read books of their choosing for a sustained period of time. In Foundation we focus on the question 'what does real reading look like' and create class posters using ideas from students what they should be doing during this time. Teachers discuss building our reading stamina (time spent engaged in reading) with our students.

Conferencing

A reading conference is a scheduled discussion between a teacher and a student. The focus of the discussion is based around a text selected either by the student or the teacher. Reading conferences allow the teacher to monitor students' reading, and provides formative data about the students' progress and their meaning making; including their level of reflection and engagement.

6+1 Writing Traits

The Foundation teachers explicitly teach the skill of writing using the 6+1 Writing Traits framework. The 6+1 Traits of Writing are Voice, Ideas, Presentation, Conventions, Organisation, Word Choice, Sentence Fluency and Presentation. The following approaches are used in the writing lesson:

Modelled writing

Modelled writing centres on teacher demonstration of the thoughts and actions that go into creating a text. During the modelling, the teacher is making their own thinking and writing processes visible for the students so they can use the strategies modelled in their own independent writing. In Foundation, our aim is to create an authentic purpose for writing to motivate the student to write. Teachers will engage students during the lesson by asking students to discuss features adopted from mentor texts and the impact it has on the reader.

Shared writing

In shared writing, the students collaborate with the teacher to jointly construct a written text. The teacher prompts, questions and supports the students as the text is written together. Shared writing normally takes place as whole class or small group strategy. Students need to be able to clearly see the text as it is constructed.

Guided writing

Guided writing is a small group approach, involving the teacher meeting with a group of students with similar writing needs. It can be thought of as a group conference or small group mini-lesson, undertaken strategically in response to an identified challenge faced by selected students. Students are working at their level with strong teacher support that enables for a successful, independent writing experience for the children involved. This increases their confidence levels and encourages them to keep on trying!

Independent writing

Students write individually on selected topics and varied genres. The purpose is to create proficient writers who write for a variety of purposes and audiences. During this time teachers are roving and supporting students through the process. Independent writing is therefore a time to write and utilise the strategies and understandings gained through modelled, shared and guided writing instruction.

Conferencing

The purpose of a writing conference is to provide feedback and teach students something about their writing that they can use in the future. Students may be given a feedback slip and have a brief conference with the teacher to discuss something positive about their writing and something that they can work next time.

Mentor texts

Mentor texts are written pieces that serve as an example of good writing for student writers as well as help tune students in to writing. The texts are read for the purpose of studying the author's craft, or the way the author uses words and structures the writing.

Writer's Notebook

A Writer's Notebook is a tool student's use to record the things they notice, observe, and think about. We encourage students to collect interesting words, brainstorm ideas and draw and label a picture. The Writer's Notebook is often used during the prewriting stage as it is a place for students to play with ideas and words.

The Writing Process

The visual display below outlines the 6 steps of the writing process. Teachers display the writing process in their classrooms, using student's photos, names or avatars to track process through the writing process.

The writing process encourages students to think about the process that proficient writers use, highlighting the skills (traits) to be developed to achieve success in writing. Using the writing process, teachers teach students how to develop, revise and upskill their ideas and writing skills. The writing process breaks the challenge of writing into manageable pieces for students and promotes conversations. It also assists students to achieve writing success and a feeling of accomplishment with their writing.



Numeracy

In Foundation, we deliver a rich numeracy program, using a 'hands-on' approach, with a variety of supportive materials and games. Students build upon their number sense, initially learning numbers to 10, then 20, and beyond. Being able to recognise, write, make, count and manipulate numbers are essential skills that are taught and revised throughout the year. Teachers importantly encourage students to use mathematical language through experiences including problem solving. These areas will be supported by our Daily Review, which builds their maths fluency. Please see a list of numeracy topics covered in the Foundation year.

Numeracy Topics

Numbers 1 - 10	Subitising (knowing a number without counting)
Numbers to 20	Odd and even numbers
Measurement (length, capacity and mass)	Data
Patterns	Skip counting by 10s and 5s
Location	Addition
Ordinal numbers	subtraction
2D shapes	Sharing (division)
Money	Time (duration)

Point of Need (PON)

Mathematics units are taught using 'Point of Need' sessions in order to best cater for each child's individual needs. Teachers check the students' initial understanding and skills at the beginning of a unit and then students are allocated to a PON Maths group that will best suit their need. This process is done for Number and Place Value in Term 2 and Addition in Term 3. Through this process, each student is taught at and above their level so they can see the best possible improvement. It is a chance for all students to work with other Foundation teachers and children from other classes.

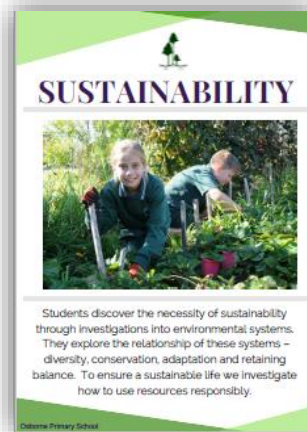
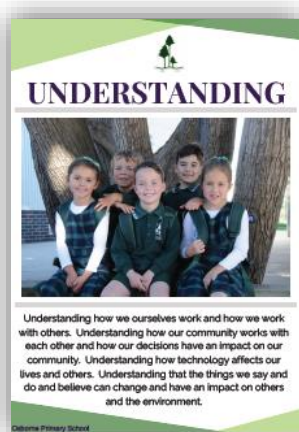
PON Maths Topics (Point of Need)

Term 2 – Number and Place Value	Term 3 – Addition
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Inquiry Topics

Inquiry sessions combine other areas of the curriculum, including geography, science, health, and personal and social skills. The lessons are designed to encourage students to ask questions, wonder about the world they live in and find out meaning through lessons connecting to their real life.

Understanding	Diversity	Sustainability	Creating
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Wellbeing and School Values

At Osborne Primary School we believe in social and emotional learning for life. We do this by providing an engaging and challenging learning environment where every student has the opportunity to be equipped with:

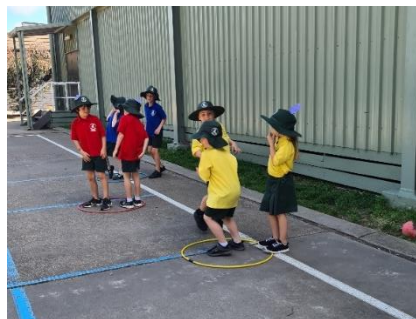
The Values of:

- **Confidence**
- **Co-operation**
- **Respect**
- **Responsibility**
- **Resilience**

Play is the Way is a program to develop resilience and self-mastery of behaviour using the basic life rafts of:

- **Treat others as you would like them to treat you (The golden rule)**
- **Pursue your personal best**
- **Have reasons for the things you say and do**
- **Be brave – participate to progress**
- **It takes great strength to be sensible**

These life rafts skills are taught through games and classroom activities. Here are some photographs of our Foundation students playing our fun *Play is the Way* games.



RESPECT

Treat others as you would like them to treat you.

CONFIDENCE

Be the master, not the victim of your feelings.

RESPONSIBILITY

It takes great strength to be sensible.

Have reasons for the things you say and do.

CO-OPERATION

Pursue your personal best no matter who you work with.

RESILIENCE

Be Brave - Participate to progress.

Resilience, Rights and Respectful Relationships program is undertaken over the whole year as a part of our wellbeing curriculum to help promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

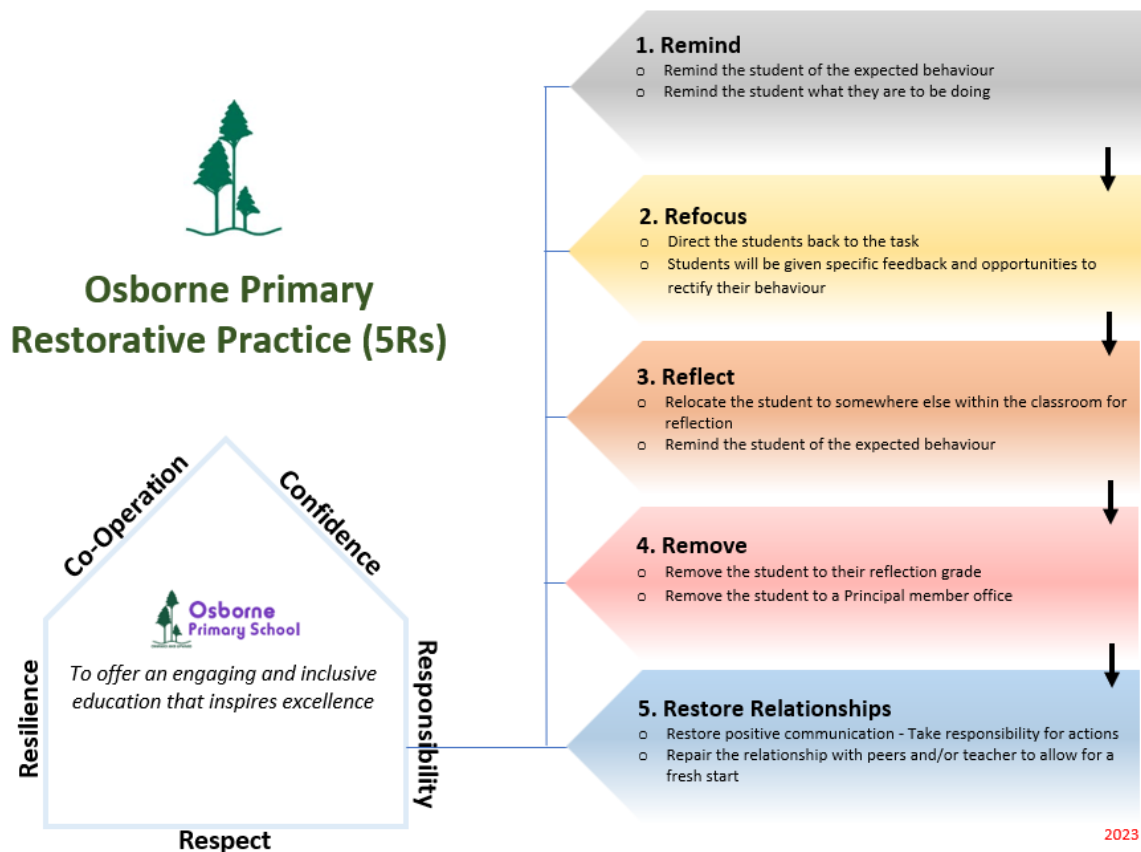
There are 8 topics of Social Emotional Learning that are covered:

- **Emotional Literacy**
- **Personal Strengths**
- **Positive Coping**
- **Problem Solving**
- **Stress Management**
- **Help Seeking**
- **Gender and Identity**
- **Positive Gender Relationships**

Restorative Practice 5Rs

At Osborne Primary we have adopted the 5Rs practice in dealing with behaviour management as seen in the poster below. There are 5 steps that are used to help guide students through issues that they may be having with their behaviour.

Restorative Practice is based on the philosophy of Restorative Justice. This philosophy provides us with a framework which is underpinned by values and beliefs that asks us to approach wrongdoing differently. This approach is called Restorative Practice and the focus is about community, relationships and healing. This Restorative Justice framework is also about real accountability; according to people and their needs, rather than accountability according to rules and codes of conduct.



Specialist Curriculum

'A message from the Specialist teachers'

The students at Osborne Primary School enjoy rich and engaging teaching and learning programs in many curriculum areas, not only the subjects taught by classroom teachers. We value providing opportunities for students whose skills, passions, and strengths lie in the areas of the arts, languages, science, problem solving, and health and physical education. As Specialist teachers we enjoy watching all the students grow, develop and challenge themselves to obtain new skills and try new things. We look forward to teaching your children all that we have to offer.



Front Row Left to Right: Jess Thomas, Samara Beeching, Bec Miles, Debbie Jenkins and Sarah Grollman

Back Row Left to Right: Nick Drysdale, Dan Pieters, Meaghan Woods and Leonna Flack

Specialist Events in 2024

Term 1	Whole School House Cross Country Thursday - 28th March
Term 2	4 Day Swimming Program April 22nd, 23rd, 24th and 26th Education Week 'Spotlight on STEM' Monday 13 May - Friday 17 May
Term 3	Indonesian Infusion Incursion - Thurs 15th August Footy Day - Friday 20th September
Term 4	Whole School - Colour Run TBC Instrumental Concert – Wednesday 30th October TBC Whole School - End Of Year Concert Thursday 28 November TBC

Below is a curriculum outline for each Specialist Foundation class

Physical Education

Foundation students participate in one lesson of Physical Education per week. Each student learns about the expectations of playing, working with their classmates and using the equipment safely. They have the opportunity to work individually, in pairs and in small groups. Students will work on improving their fundamental motor skills. In particular throwing, running and catching.

Students will represent their house and participate in a year level cross country event. Foundation students will complete a 4 day Swimming Program as an excursion. Students will also have the opportunity to participate in a school 'Colour Run' to assist in fundraising for our school.

Visual Arts

Foundation students will be introduced to safety, expectations, resources and materials available in the art room. They will be exploring basic elements of Art including colour and shape. Students will be developing their fine motor skills by practising cutting and pasting, using sticky tape and split pins. They will also be given many opportunities to develop their skills in drawing, painting and construction. Throughout each session, students will be encouraged to use their imagination and creative thinking.

Performing Arts

Our Foundation students develop skills across all areas of the Performing Arts, with a weekly 50 minute lesson. The curriculum areas of Music, Dance and Drama are explored to give students an experience of all areas of the Performing Arts. In Music we will be learning about the basic elements of music which include Beat, Rhythm, Pitch, Tempo, Dynamics and Timbre. Students will also be given opportunities to play a range of percussion instruments in class, applying their new knowledge of the basic elements of music. In Drama, we will focus on portraying emotions and basic character development and in Dance, we will focus on coordination, remembering simple steps and moving in time to the beat.

Students will be given the opportunity to participate in class concerts, assembly performances and whole school concerts.

Private instrumental lessons are also available for guitar, bass, drums, ukulele, piano and singing. Our instrumental teachers provide one-on-one tuition to students on a fee-paying basis. All instrumental students are invited to perform at the Junior Instrumental Concert in Term 3. Please see the school office if you are interested in signing your child up for instrumental lessons.

Languages: Indonesian

During weekly Indonesian language classes, Foundation students will be introduced to Indonesia as another country that has differences and similarities to Australia. Throughout the year, students will learn to communicate in the Indonesian language, learning vocabulary including colours, numbers to 10 and greetings as well as simple sentences allowing them to communicate information about themselves such as their name and age. Students will also explore some interesting cultural elements including traditional Indonesian stories and Indonesian animals.

Problem Solvers

Problem Solvers is a brand new and exciting specialist subject introduced at Osborne this year. Students will work in teams and individually to solve problems and learn skills along the way. Lessons will begin with various problems, puzzles and brain teasers to get brains warmed up. In Foundation, students will begin to learn about using equipment properly (such as iPads) as well as how to stay safe online. Students will play games focusing on direction and following instructions to assist with their problem solving skills. We look forward to this specialist program evolving in 2024.