

**Level 2 Statement of Intent
Weeks 3 and 4, Term 1 2017**

Important Dates	Reading	Writing	Maths	Other
<p>Week 3 13th of Feb</p>	<p>Immersion in to the text type of: Recounts</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recognising and explaining the purpose of a recount text - Identify the 5 Ws in a recount (who, what, when, where and why) - Identify the use of time connectives to sequence a recount such as first of all, afterwards and finally - Verbalise the main event in a recount - Explain why we read recounts for example, to be informed by a retell i.e. a book or movie, to reflect on past memories and experiences, to go back to a space in time. 	<p>Explicit Text Type: Recount</p> <p>When learning how to construct their own recounts, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Exploring and using the structure of a recount text for example being able to include the 5Ws - Who did the activity? - What did they do? - When did this happen? - Where did it take place? - Why was the activity carried out? - Writing in chronological order using time connectives and paragraphs to show a change in event or time 	<p>Data</p> <p>When learning about the concept of data, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Asking simple questions that interest them and gathering responses in an organised way - Use tallies & tables to record answers to questions & summarise the answers - Sorting data in to categories - Represent data with objects & drawings where one object or drawing represents one data value - Create displays of data using lists, tables and picture graphs and interpret them <p>Vocabulary that students will be using: Research, survey, response, data, collection, sort, display, graph, chart, records, lists, tables and tallies</p>	<p>Developmental Focus: Physical – getting ready for learning (morning goodbyes, after recess and lunch, packing up and storing items, sitting and getting your work done, having everything you need, lining up, walking in a line)</p> <p>You Can Do It: Playing Fairly Playing fairly means that everyone understands and plays by the rules.</p>
<p>Week 4 20th of Feb</p> <p>20th and 21st of Feb: Gr1 Incursion - Learning by Doing</p> <p>21st of Feb: Level 2 Info Night</p> <p>23rd of Feb: P-2 School Photos</p>	<p>Solving Words using Decoding Strategies</p> <p>Students will be using some of the following strategies to decode unknown words:</p> <ul style="list-style-type: none"> - Chunking the word in to sound patterns - Stretching out the sounds in the word slowly so that you can hear the word - Looking at the pictures to help give you clues for what the word might be - Skipping over the word, read the whole sentence then think about what word would make sense - Thinking, does this make sense? - Using known words, or parts of words, to make connections to new words and help decode. - Using the first letter, sound or spelling pattern to help decode - Recognising high frequency words - Solving words 'on the run' 	<p>Big Write: Recount - A Memorable Moment Seed</p> <p>Break Down Buddies: We will be revisiting the terms WWW and EBI and what they mean. The class will analyse a piece of writing and identify elements that worked well and elements that could be even better. The whole class will discuss which EBI would make a good goal for the author.</p> <p>Handwriting: Cup Letters u, v, w, y</p>	<p>Counting and Patterns</p> <p>When learning about counting and patterns the students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> - Making connects between number names, numerals and collections - Locating numbers and patterns on a number line - Describe number sequences resulting from skip counting by 2s, 5s and 10s - Continuing and describing simple patterns involving numbers and objects with and without the use of digital technology. - Counting to and from, and order numbers up to hundreds, thousands or tens of thousands - Recognising increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, - Identifying the missing element in a number sequence, and use digital technology to produce sequences by constant addition - Classifying numbers as either odd or even 	<p>Manners Matter: Saying please and thank you Thinking about why we say please and thank you. How does it make others feel and respond when we say please and thank you?</p> <p>Environment: Composting Why and how do we compost at EPS?</p>