## Level 2 Fortnightly Overview

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<th>Writing</th>
<th>Reading</th>
<th>Numeracy</th>
<th>Other</th>
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<td><strong>Making Connections</strong>&lt;br&gt;Make connections between what I am reading and my own life (TEXT TO SELF)&lt;br&gt;- Make connection between this TEXT and other texts I have read (TEXT TO TEXT)&lt;br&gt;- Know that connections can relate TO topic, characters, setting, endings&lt;br&gt;- Identify recurring characters or settings within the story&lt;br&gt;- Use background knowledge to interpret and think about characters and events&lt;br&gt;- Use background knowledge to understand texts before, during and after reading&lt;br&gt;- Specify the nature of my connection&lt;br&gt;- Bring knowledge of personal experiences to help interpret characters and events that are not within the reader’s experience.&lt;br&gt;- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts.&lt;br&gt;- Make connections between characters in different texts (similar setting, type of problem, type of person)&lt;br&gt;<strong>Problem Solving in All Areas</strong>&lt;br&gt;The students will be solving open ended problems and asked to explain their thinking through a variety of strategies.</td>
<td><strong>Subtraction</strong>&lt;br&gt;Match individual object with counting sequences up to and back from 20.&lt;br&gt;Represent and solve simple addition and subtraction problems using materials.&lt;br&gt;Count up to and from 100 and find numbers on a number line. They partition number using place value and carry out addition and subtraction problems using counting strategies.&lt;br&gt;Count to and from and order up to 100’s. Recognise the number (number expanders). Group collections of objects in units 10’s and 100’s and write and solve number sentences using addition and subtraction.&lt;br&gt;Count to and from and order up to 1000’s. Perform simple addition and subtraction problems using and range of strategies.&lt;br&gt;Count and order numbers to and from 1000’s. Apply place value to partition, rearrange and regroup numbers to help with calculations and solve problems (carrying number, trading, re grouping).&lt;br&gt;Count and order numbers to and from 10 000. Recognise the connection between addition and subtraction with and without digital technology. Students recall addition and multiplication facts for single digit numbers.</td>
<td><strong>YCDI: making decisions in a group</strong>&lt;br&gt;<strong>MM: excuse me</strong>&lt;br&gt;<strong>Enviro: Energy monitor - heaters and air conditioners</strong>&lt;br&gt;<strong>Developmental Focus</strong>&lt;br&gt;Grade 1: Communication - Transitioning from outside to inside spaces in an organised way. Thinking about our body language in the line.&lt;br&gt;Grade 2: Identity - learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response. Showing empathy.</td>
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### Week 5 9th May

**Writer’s Workshop Seed**<br>**Grammar:** Homophones/Homographs and Adjectives

**Educational Focus**
**Grade 1:** Communication - Transitioning from outside to inside spaces in an organised way. Thinking about our body language in the line.

**Grade 2:** Identity - learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response. Showing empathy.

### Week 6 Education Week Grade 2 Melbourne Museum 16th

**VCOP:** Vocabulary<br>**Big Write:** Procedural Text<br>**Breakdown Buddies:** whole class oral discussions<br>**Handwriting:** Stand Alone Letters s, i, x, e

**Immersion into Poetry**<br>- Identify the purpose of a poem<br>- Locate adjectives within a poem for visualisation<br>- Read and enjoy a variety of poems and explore the different structures such as cinquain, limerick etc.

**Visualising**<br>- Identify connections between text and pictures<br>- What is visualisation and why do we do it?<br>- Using all the senses to create a mental image of a written text<br>- Our mental images change constantly with new information<br>- Identify particular vocabulary from the text to help create accurate mental images<br>- Readers create unique images to interpret a text

**YCDI:** consequences and rights<br>**MM:** negotiation

### Week 7 23rd May

**Writer’s Workshop Seed**<br>**Grammar:** Homophones/Homographs and Adjectives

**Educational Focus**
**Grade 1:** Communication - Transitioning from outside to inside spaces in an organised way. Thinking about our body language in the line.

**Grade 2:** Identity - learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response. Showing empathy.