Level 2 Statement of Intent
Weeks 3 and 4 Term 4 2017

Dates	Developmental	Reading	Writing	Maths	Related Learning Areas
Week 3 23/10 Henny Penny program (concludes at the end of the week) 25/10-Tabloid Sports 28/10 - 100 Yr market **Week 4** 30/10	**Developmental Focus:** Identify rules and fair play when creating and participating in physical activities. This may look like: -Taking turns during Tabloid Sports -Encouraging and congratulating others -Agreeing on rules before playing -Using our words sensibly and keeping our hands to ourselves -Listening to each other in group siutations **You Can Do It:** Body Language & Being Assertive **Manners Matter:** Appropriate Language **Enviro/Science:** What is the water cycle?	**Inferring** The students will be exploring the following learning intentions: -Recalling key ideas from a text -Recognising literal and implied meaning in texts -Identifying and understanding characters' feelings and motives through text and illustrations -Giving evidence for inferences -Talking about the cause of feelings and motives of character -Looking for changes in characters over time and identifying reasons for change -Inferring causes and their effect implied in a text -Justifying inferences with evidence from the text -Inferring big ideas or message (theme) of the text **Making Connections** The students will be exploring the following learning intentions: -Making connections between what they read and their own life (TEXT-TO-SELF) -Making connections between two texts (TEXT-TO-TEXT) -Knowing that connections can relate to topic, characters, setting, endings -Identifying recurring characters or settings within the story -Using background knowledge to interpret and think about characters and events -Using background knowledge to understand texts before, during and after reading -Using knowledge from one text to help in understanding diverse cultures and settings encountered in new texts -Making connections between the reader's real-life experiences and people who live in diverse cultures, distant places and different times (TEXT TO WORLD)	**Explicit Text Type: Recounts** Work through the writing cycle (explore, plan, draft, revise, edit, publish and celebrate) to complete a recount **The students will be learning about Recounts, students will be focusing on some of the following:** - Adding additional information about the more important events, e.g. instead of "I went to the beach.", "I went to the beach in Portsea on the long weekend." - Including action verbs such as I played, we visited and some simple linking words, such as after that, next - Reconstructing personal experiences or event such as a trip to the beach, my holiday, my birthday - Providing sufficient information to orient the reader, e.g. given simple details about who, when, where, what, why and how - Listing all events in chronological order - Using higher level action verbs: I travelled, I explored - Linking words indicative of the time and order such as later in the day, before that - Concluding with an evaluative comment. **Big Write:** This fortnight's Big Write will actually be a whole school moderated Cold Write. *Handwriting:* Ground - Tail letters: q, y, p, g, j, z Focusing on good handwriting posture, pencil grip and handy warm ups.	**2D and 3D Shapes** **When learning about 2D and 3D shapes the students will be exploring the following learning intentions:** -Identifying and naming basic 2D shapes such as triangles, circles, squares, rectangles (rhombus and hexagon for Grade 2) -Identifying and naming 3D objects such as spheres and cubes (pyramids, cones and cylinders for Grade 2) -Drawing 2D shapes by hand and with the use of technology -Identifying the properties of a shape eg. Sides, corners, faces, edges and vertices -Classifying and sorting shapes according to their properties -Recognising when two shapes are congruent -Deconstructing 3D objects into their respective nets -Recognising when a shape has been transformed and describing what transformation has occurred -Sliding a shape and explaining how they have transformed the shape -Flipping and/or turning a shape and explaining how they have transformed the shape -Enlarging/reducing a shape and explaining how -Recognising shapes that have line symmetry and explaining where the line of symmetry is -Drawing and creating shapes that have line symmetry -Recognising shapes that are not symmetrical (asymmetrical) **Vocabulary that students will be using:** 2-dimensional/2D, 3-dimensional/3D, Triangle, Circle, Square, Rectangle, Rhombus, Hexagon, Sphere, Cube, Cone, Prism, Pyramid, Cylinder, Properties, Side, Corner, Face, Edge, Vertice, Classify/sort, Venn diagram, Congruent, Net	In your child's classroom this may look like the list below or something similar depending on each classroom. **Construction**: Shape attribute blocks, 3D Nets, Zoo animals, pictures of zoo buildings, chicken huts. **Making Table:** Materials in House Colours, stencils, scrapbooking materials, kinder squares and circles, icypole sticks, wool (to make shapes). **Reading Corners:** Settings for inferring, diaries, Emoji faces with corresponding words, soft cushions, whiteboards and magnetic letters. **Maths Resource Area:** Shape nets, 2D and 3D shapes, shape stamps, playdough/plasticine with matchsticks, geoboards, Osmo Tangrams. **Writing Area:** Pictures of settings, photos from the sports day, Henny Penny Photos, pictures of animals from Werribee Zoo, different types of paper for publishing (story cubes), Recount templates, Making Connections prompts. **Tinkering Table:** Tap Tap boards, geoboards, a variety of tools, old electronics and calculators. **Role Play Experiences:** 2A- Zoo, 2J-Zoo, 2C- Space, 2O & 2L- DIY shop, 2R- TBC, 1C-Bank, 1K- Flower Power, 1S- Cafe, 1D- Hairdressers, 1RT- Camping, 1J- Puppet Theatre.