

Level 2 Statement of Intent Weeks 9 and 10, Term 3 2018

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p>Week 9</p> <p>10th of September</p> <p>Planning Week</p>	<p>Developmental Focus</p> <p>VEYLDF: Community - Children become socially responsible and show respect for the environment</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Participating with others to solve problems and contribute to group outcomes - Exploring relationships with other living and non-living things and observe, notice and respond to change - Showing a growing appreciation and care for natural and constructed environments - Exploring local environments and being responsible in their own community 	<p>Searching for Information</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Searching for specific facts in informational texts - Using simple organisation features to help find information (contents page, page numbers, title, headings and glossary) - Using all the information presented on the page to gain meaning- such as diagrams and photos - Using chapter titles to predict content - Sustaining attention of a text read over several days, remembering details and revising interpretations as new events are encountered 	<p>Explicit Text Type : Information Report</p> <p>When learning how to construct their own Information Report, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Providing factual information about a known or given topic - Introducing the topic by providing a classification that may lack precision, e.g. Dogs are a type of animal that make great pets. - Giving some general information, e.g. size, colour, habitat - Including information under headings - Writing a concluding statement with some attempt to summarise what has been written - Including features such as, title, headings, pictures with labelled elements e.g. parts of a dog - Using some technical or subject-specific vocabulary e.g. bark, friendly, train, diet <p>Big Write: There will be no Big Write this fortnight as the students will be publishing their own Information Reports.</p> <p>Handwriting: Body letters that sit in the grass of the dotted thirds paper; s, r, i, t, v, n, m.</p>	<p>The students will be exploring the following learning intentions:</p> <p>Mass:</p> <ul style="list-style-type: none"> -Making appropriate estimations -Using appropriate measurement tools -Measuring accurately -Comparing measurements -Estimating, ordering and comparing masses by hefting and by a pan balance -Working to improve judgments of mass -Estimating, comparing and ordering the mass of objects by hefting and weighing -Comparing the mass of objects using hefting -Comparing the mass of objects using balancing scales -Using suitable language of comparison for mass <p>Vocabulary being developed:</p> <p>Grams, hefting, heavy, light, weighs the same as, equal, balance, mass, estimate, accurate, kilogram, grams heavier than, lighter than, scale, mass, mistakes and accuracy.</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Mini cities, familiar characters, array visuals, dice, cars and trucks, boxes, tubes, natural materials, Lego, toys, balsa wood, corks, setting images, measuring tapes and calculators</p> <p>Making Table: Pictures of different animals, people, historical characters etc, pages photocopies from historical figure books (ie: goodnight stories for rebellious girls/boys), pebbles to make characters.</p> <p>Reading Corners: Non-fiction books, sticky notes, iPads, National Geographic Magazines and non-fiction listening post.</p> <p>Maths Resource Area: Balance scales, spring scales, mathematics dictionaries, teddies, cups, number lines and picture books.</p> <p>Writing Area: Templates for information reports, information report examples, highlighters, sentence strips, comma templates, handwriting charts and dotted thirds with body letters.</p> <p>Tinker Table: Old electronics, variety of scales, nuts, bolts, nails and tape measures.</p> <p>Sensory Table: Frozen animals, pebbles, flowers, leaves, kinetic sand, water, rice, outside natural materials, interest books, handwriting with shaving cream trays, egg timers, magnifying glass, grass, fake snow.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1J: Bunings Nursery</td> <td>1L: Space Station</td> <td>1C: Bunings DIY</td> </tr> <tr> <td>1P: Campsite</td> <td>1TS: Cafe</td> <td>1S: Chinese Restaurant</td> </tr> <tr> <td>20 & 2M: Florist</td> <td>2J: Cafe</td> <td>2S: Ice Cream Shop</td> </tr> <tr> <td>2JL & 2A: Airport</td> <td></td> <td></td> </tr> </table>	1J: Bunings Nursery	1L: Space Station	1C: Bunings DIY	1P: Campsite	1TS: Cafe	1S: Chinese Restaurant	20 & 2M: Florist	2J: Cafe	2S: Ice Cream Shop	2JL & 2A: Airport		
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<p>Week 10</p> <p>17th of September</p> <p>Dyslexia Awareness Week</p> <p>20/9 - Dress in Green day</p> <p>21/9 - Last day of Term - early dismissal at 2:30pm</p>	<p>You Can Do It: Giving Effort</p> <p>Manners Matter: Respecting our Environment</p> <p>Environment/Science: Nude Food - reflect on the term and make a class goal for Term 4.</p>																