

Level 2 Statement of Intent - Term Weeks 10 and 11, Term 2 2018

Donations: Our tinkering tables are in need of a few items and we thought we would ask if you had some lying about your house that you no longer use and would be happy to donate. If you have any old toasters, keyboards, hard drives, nuts, bolts, screw drivers, wrenches etc please pass them on to your classroom teacher (please nothing with a screen or glass ie: phones, computers)

Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p>Week 10 18/6</p> <p>Planning Week</p> <p>21/6 - 1TS, 1S and 1P NGV Excursion</p>	<p>Developmental Focus: Community - Children gradually learn to 'read' the behaviours of others and respond appropriately</p> <p>This may look like:</p> <ul style="list-style-type: none"> - inferring people's feelings from their facial expressions - inferring people's feelings from their body language - use appropriate language at school - respecting people's personal space 	<p>Analysing The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Understand how the ideas in a book are related to each other - Understand how the ideas in a text are related to the title - Notice humour in a text - Realise stories have a beginning and an end - Look out for connections between text and pictures - Notice how the writer has made a story funny or surprising - Discuss how writers use interesting characters and situations - Recognise how print layout or features are used to reflect meaning (such as large or bold words) - Recognise the difference between fiction and non-fiction - Recognise whether a text is realistic fiction or fantasy - Identify chronological sequence - Notice when writers use specific words to convey meaning (shouted, cried) - Identify the point of the story when the problem is resolved - Discuss whether a story could be true and tell why - Discuss characteristics of genres (simple fantasy, easy factual texts, plays, realistic fiction) - Notice where a writer has used description or compare and contrast 	<p>Explicit Text Type: Poetry</p> <p>When learning how to construct their own poems the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Listen to a variety of poems, - Responding to poetry. - Exploring a variety of different poetry structures - Developing plans and drafts for a variety of poem structures. - Revising and editing their writing - Publishing using a variety of methods - Continue with their independent writing and monitor the phase that they are up to. <p>Handwriting: Correctly forming numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, on the correct lines</p>	<p>Subtraction The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Model, solve and record addition and subtraction problems using mental strategies and concrete materials - Recall and use doubles facts and near doubles, facts to ten, basic number facts and adding a single digit number to ten, bridging to ten, count all and counting on from the larger number as helpful addition strategies - Relate addition facts to the solving of subtraction problems eg. Use $6+4=10$ to solve $10-4$ and $10-6$ - Use the addition symbol to record addition number sentences and the subtraction symbol to record subtraction number sentences - Apply knowledge of known simple facts to solve problems involving larger numbers - Use place value knowledge to partition numbers to solve subtraction problems <p>Vocabulary that students will be using:</p> <p>subtraction, take away, difference, less than, number sentence, friends of ten, count all/count on, equals, build to ten, near doubles and bridging over and under</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Kapla, Foam Blocks, toy animals, MAB blocks, dice, cars and trucks, Numblocks, boxes, tubes, sticks, logs, Balsa wood, corks.</p> <p>Making Table: rocks, sticks, leaves, flowers, paints, patterned paper, origami, wool, sewing materials.</p> <p>Reading Corners: author study votes, iPads, photographic prompts, reading challenge cards, listening post, opportunities for buddy reading.</p> <p>Maths Resource Area: dice, number cards, 100's charts, number lines, tens frames, counters, Unifix, teddies, calculators, deck of cards</p> <p>Writing Area: poetry samples, poetry templates, senses prompts, fancy paper, special writing pens, seed box,</p> <p>Science Lab: magnifying glass, natural objects, microscope, insects, rocks, sand, dirt, grass, Osmo.</p> <p>Tinker Table: old appliances, nuts and bolts, old calculators, magnets, a variety of tools.</p> <p>Sensory Table: playdough, tools, Hama beads, beading, threading, sensory box, pom pom templates, wool.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1P: Police Station</td> <td>1TS: Post Office</td> </tr> <tr> <td>1S: Supermarket</td> <td>1C: Farm</td> </tr> <tr> <td>1J: Art Gallery</td> <td>1L: Hospital</td> </tr> <tr> <td>2J: Circus</td> <td>2S: Fashion Shop</td> </tr> <tr> <td>2O & 2M: DIY Shop</td> <td></td> </tr> <tr> <td>2JL & 2A: Puppet Theatre</td> <td></td> </tr> </table>	1P: Police Station	1TS: Post Office	1S: Supermarket	1C: Farm	1J: Art Gallery	1L: Hospital	2J: Circus	2S: Fashion Shop	2O & 2M: DIY Shop		2JL & 2A: Puppet Theatre	
1P: Police Station	1TS: Post Office																
1S: Supermarket	1C: Farm																
1J: Art Gallery	1L: Hospital																
2J: Circus	2S: Fashion Shop																
2O & 2M: DIY Shop																	
2JL & 2A: Puppet Theatre																	
<p>Week 11 25/6</p> <p>29/6 Last Day of Term 2:30 Dismissal</p>	<p>You Can Do It: Planning my time efficiently</p> <p>Manners Matter: Sharing with others</p> <p>Enviro/Science: Energy - How can we reduce our energy use at home to help the environment?</p>																