

Level 2 Statement of Intent Weeks 1, 2 and 3, 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 i.e.: phones, computers)

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas
<p>Week 1 - 16/4</p>	<p>Developmental Focus: VEYLDF - Learning: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p>	<p>Predicting The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Make predictions using information from pictures - Predict the ending of a story after reading beginning and middle - Make predictions based on the information I have read - Make predictions based on my background knowledge - Make predictions about the problem and solution in a story - Use evidence from the text or background knowledge to support the predictions I am making - Make predictions based on knowledge of characters or type of story - Search for information to confirm/refute predictions I have made 	<p>Writer's Workshop During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Teacher's Choice</p> <p>Grammar: Adjectives and Adverbs</p> <p>VCOP: Over these three weeks the students will be engaging in many hands on games and focus groups to build their knowledge of wow words and how they differ from Grade 1 to Grade 2.</p> <p>Big Write: Narrative - Magic Shoes</p> <p>Break Down Buddies: During Break Down Buddies (BDB) we will be analysing a sample of writing to find out what the author has done well (What Worked Well) and some points that would make it even better (Even Better If) . Students will be using the yellow highlighter to identify and up level vocabulary.</p> <p>Handwriting: We will be refreshing our knowledge of how to form sky Letters - head letters - d, l, f, b, h, k, The focus will be ensuring we are using the correct starting point, direction and that all letters will be facing the correct way.</p>	<p>Chance and Data When learning about the concept of chance and 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 into 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 - Describe outcomes of simple familiar events using 'will happen', 'won't happen' or 'might happen'. - Identify practical activities & everyday events that involve chance. - Describe outcomes as 'likely' or 'unlikely' & identify some events as 'certain' or 'impossible'. <p>Vocabulary that students will be using: Research, survey, response, data, collection, sort, display, graph, chart, records, lists, tables and tallies</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: MAB, Kapla, mobilo, paper skylines, teddies, animals, little people, boxes, tubes, sticks, logs.</p> <p>Making Table: weaving, origami, painting, pegs, textured paintbrushes, stamps, crinkle cut scissors, spinners.</p> <p>Reading Corners: Postcards, book reviews, predicting reading posters, author study books, soft toys, puppets, felt boards.</p> <p>Maths Resource Area: Place value flipcharts, MAB, dominos, guess my number templates, hundreds charts, dice, calculators, chance statements and continuums.</p> <p>Writing Area: Postcards, envelopes, KWL charts, adjective flash cards, examples of information reports, stamps, author study voting jars.</p> <p>Tinkering Table: Tap Tap boards, geoboards, a variety of tools, old electronics and calculators.</p>
<p>Week 2 - 23/4</p> <p>24/4 ANZAC Day Assembly</p> <p>25/4 - ANZAC Day</p> <p>27/4 - Melb Museum 2O, 2J, 2S and 2JL</p>	<p>This may look like:</p> <ul style="list-style-type: none"> - Expressing wonder and interest in their environments - Being curious and enthusiastic participants in their learning - Using play to investigate, imagine and explore ideas - Following and extending their own interests with enthusiasm, energy and concentration - Initiate and contribute to play experiences emerging from their own ideas - Persevering and experiencing the satisfaction of achievement - Persisting even when they find a task difficult. <p>You Can Do It: Punctuality</p> <p>Manners Matter: Give Way</p> <p>Environment: Energy - What is it?</p>	<p>Immersion in to the text type of: Procedural Texts</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> • Identify the purpose of a procedure e.g. recipe - instructions – directions • Locate verbs at the beginning of sentences/instructions • Read and follow a simple procedure • Verbally give directions to another student to follow • Recognise the structure of a procedural text e.g. goal, aim, materials, steps, conclusion • Identify the purpose of features within a procedural text e.g. sub headings and pictures 	<p>Break Down Buddies: During Break Down Buddies (BDB) we will be analysing a sample of writing to find out what the author has done well (What Worked Well) and some points that would make it even better (Even Better If) . Students will be using the yellow highlighter to identify and up level vocabulary.</p> <p>Handwriting: We will be refreshing our knowledge of how to form sky Letters - head letters - d, l, f, b, h, k, The focus will be ensuring we are using the correct starting point, direction and that all letters will be facing the correct way.</p>	<p>Addition</p> <p>When learning about addition the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - solving simple addition problems using a variety of hands on materials - using a variety of strategies to solve addition problems such as tens friends, fact families, partitioning, splitting, doubles, near doubles counting on and bridging to 10 - applying place value to partition, rearrange and regroup numbers to help with calculations and solve problems - recognising and explaining the connection between addition and subtraction. - recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation <p>Vocabulary that students will be using: Sum, add, equals, more, plus, groups, totals, increase, altogether, addend, double, near double, count on, tens friends etc.</p>	<p>Role Play Experiences:</p> <p>1L: Arcade and Toy Shop Dinosaur Museum 1S: Hospital</p> <p>1P: Cafe 1J: Post Office 1C: Party Shop</p> <p>2S: Post Office 2J: Ice Cream Shop 2M and 2O: Detectives 2A & 2JL: Physio Office</p>
<p>Week 3 -30/4</p> <p>30/4 - Curriculum Day</p> <p>4/5 - Melb Museum 2A and 2M</p>	<p>You Can Do It: Punctuality</p> <p>Manners Matter: Give Way</p> <p>Environment: Energy - What is it?</p>	<p>Immersion in to the text type of: Procedural Texts</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> • Identify the purpose of a procedure e.g. recipe - instructions – directions • Locate verbs at the beginning of sentences/instructions • Read and follow a simple procedure • Verbally give directions to another student to follow • Recognise the structure of a procedural text e.g. goal, aim, materials, steps, conclusion • Identify the purpose of features within a procedural text e.g. sub headings and pictures 	<p>Break Down Buddies: During Break Down Buddies (BDB) we will be analysing a sample of writing to find out what the author has done well (What Worked Well) and some points that would make it even better (Even Better If) . Students will be using the yellow highlighter to identify and up level vocabulary.</p> <p>Handwriting: We will be refreshing our knowledge of how to form sky Letters - head letters - d, l, f, b, h, k, The focus will be ensuring we are using the correct starting point, direction and that all letters will be facing the correct way.</p>	<p>Addition</p> <p>When learning about addition the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - solving simple addition problems using a variety of hands on materials - using a variety of strategies to solve addition problems such as tens friends, fact families, partitioning, splitting, doubles, near doubles counting on and bridging to 10 - applying place value to partition, rearrange and regroup numbers to help with calculations and solve problems - recognising and explaining the connection between addition and subtraction. - recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation <p>Vocabulary that students will be using: Sum, add, equals, more, plus, groups, totals, increase, altogether, addend, double, near double, count on, tens friends etc.</p>	<p>Role Play Experiences:</p> <p>1L: Arcade and Toy Shop Dinosaur Museum 1S: Hospital</p> <p>1P: Cafe 1J: Post Office 1C: Party Shop</p> <p>2S: Post Office 2J: Ice Cream Shop 2M and 2O: Detectives 2A & 2JL: Physio Office</p>