

Level 2 Statement of Intent Weeks 6 and 7 Term 2 2018

Important Dates	Developmental	Reading	Writing	Maths	Other										
<p>Week 6 21st of May</p> <p>Education Week</p>	<p>Developmental Focus: Identity</p> <p>VEYLDF: Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation.</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Understanding they belong to many different communities - Cooperate with others and determine roles during group play activities - Assist and encourage others to participate in group activities - Contribute to decisions made, within and outside the classroom, that affect them - Understanding the rights of others and responding appropriately to their reactions <p>YCDI: Consequences and Rights</p> <p>Manners Matter: Negotiation</p> <p>Environment: How does our energy use effect the globe?</p>	<p>Making Connections</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Making Text to Self connections: connections between what I am reading and my own life. - Making text to text connections: connections between this text and other texts I have read. - Making Text to World connections: connections between the reader's real-life experiences and people who live in diverse cultures, distant places and different times. - Know that connections can relate to topic, characters, setting, endings - Share knowledge of personal experiences to help interpret characters and events that are not within the reader's experience. 	<p>Writer's Workshop</p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Teacher's Choice</p> <p>Grammar: Nouns and Pronouns</p> <p>VCOP: Over these 2 weeks students will be engaging in games and activities to practice using connectives such as <i>and</i>, <i>also</i>, <i>then</i>, and <i>next</i> to join two ideas</p> <p>Cold Write: In week 6 there will be a Cold Write where students can show off their amazing writing.</p> <p>Handwriting: We will be refreshing our knowledge of how to form the ground letters - q, y, p, g, j, z. 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>Money</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Understand that different countries use different currencies - Recognise and identify attributes of Australian coins - Understand that 100 cents makes 1 dollar - Australian notes have different attributes - Practice efficient counting by grouping like coins - Comparing sets of coins in terms of value - There are different ways to group coins to make the same value - Round to the nearest dollar to estimate or check total cost - Calculate change 	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Kapla, toy animals, MAB Blocks, foam blocks, dice, cars and trucks, numblocks, 3D objects, 2D shapes, shape nets</p> <p>Making Table: Paper planes, Origami, sewing, patterned paper, clay, blank colour paper, paints</p> <p>Reading Corners: Author study votes, iPads, photographic prompts, listening post, opportunities for buddy reading</p> <p>Maths Resource Area: Money stamps, dice, 100's charts, money, cash register, brochures</p> <p>Writing Area: Story dice, character profiles, puppets, storybox of objects/prompts, special writing pens, coloured paper,</p> <p>Science Lab: Magnifying glass, natural objects, microscope, insects, rocks, sand, dirt, grass, Osmos</p> <p>Tinker Table: old hard drives or keyboards, nuts and bolts, old calculators, magnets</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1TS: Dinosaur museum</td> <td>1S: Supermarket</td> </tr> <tr> <td>1P: Camping</td> <td>1C: Toy shop</td> </tr> <tr> <td>1J: Ice-cream parlour</td> <td>1L: Cafe</td> </tr> <tr> <td>2A & 2JL: Shop</td> <td>2S: Supermarket</td> </tr> <tr> <td>2M & 2O: Supermarket</td> <td>2J: Supermarket</td> </tr> </table>	1TS: Dinosaur museum	1S: Supermarket	1P: Camping	1C: Toy shop	1J: Ice-cream parlour	1L: Cafe	2A & 2JL: Shop	2S: Supermarket	2M & 2O: Supermarket	2J: Supermarket
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<p>Week 7 28th May</p>		<p>Inferring</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recall key ideas from a text - Recognise literal and implied meaning in texts - Identify the characters' feelings and motives through a range of reading strategies - Justify inferences with evidence from the text - Talk about the pictures to interpret a problem or characters feelings - Talk about cause of feelings and motives of characters - Look for changes in characters over time and identify reasons for change - Infer causes and their effect implied in the text - Infer and analyse the big ideas of the text - Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action or themes 		<p>Revision or Open Ended Assessment</p> <p>During this week each teacher will be delivering mini lessons based on the specific point of need within each individual classroom. This may include:</p> <ul style="list-style-type: none"> - Chance and Data - Addition - Money - Skip counting - Shape - Place value 											