

Level 2 Statement of Intent Weeks 8 and 9, Term 2 2017

Important Dates	Reading	Writing	Maths	Other
<p>Week 8 5/6</p> <p>7th of June: Grade 1 Excursion to NGV</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. - Provide evidence for your inferences. - Talk about the pictures to interpret a problem or a characters' feelings - Understand that pictures reveal a problem or characters' feelings. - Talk about cause of feelings and motives of character - Look for changes in characters over time and identify reasons for change - Infer causes and their effect implied in text - Justify inferences with evidence from the text - Infer the big ideas or message (theme) of the text. - Infer the big idea and analyse the cause and effect and provide evidence for your inferences - Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action or themes. 	<p>Explicit Text Type: Poetry During this fortnight the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Listen to a variety of poems, respond to poetry. - Be involved in planning for poems. - Be exposed to a variety of different poetry structures - Develop plans and drafts for a variety of poem structures. - Revise and edit their writing - Publish using a variety of methods - Continue with their independent writing and monitor the phase that they are up to. <p>Big Write: Poetry - A Night in the City! This will be in week 9.</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 engage in lots of conversation and positive feedback discussions. This is the students' opportunity to set and review personal goals.</p> <p>Handwriting: We will be refreshing our knowledge of how to form the Magic C Letter, a, c, o, d, g, q. The focus will be ensuring we are using the correct starting point, direction and that all letters are starting at the correct point.</p>	<p>Subtraction</p> <p>When learning about 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 - Use appropriate language to describe addition as the joining of two or more groups, and subtraction as the difference between two groups and taking away (finding what is left) - 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>Developmental Focus: VEYLDF - Identity: Children develop knowledgeable and confident self-identities</p> <p>This may look like:</p> <ul style="list-style-type: none"> - explore different identities and points of view in play - discussing what self esteem is - reflecting on self, strengths and challenges - decision making and recognising the needs of others as well as myself <p>You Can Do It: Setting Goals</p> <p>Manners Matter: Including Others</p> <p>Environment: Energy - How can we reduce our energy waste at school to help the environment?</p>
<p>Week 9 12/6</p> <p>12th of June: Queen's Birthday</p>				