

## Level 2 Statement of Intent Weeks 6 and 7 Term 2 2017

| Important Dates   | Reading  | Writing  | Maths  | Other  |
|---|--|--|--|--|
| <p>Week 6<br/>22nd of May</p> <p>Education Week</p> <p>22/6<br/>2A and 2C -<br/>Melb<br/>Museum</p> | <p><b>Making Connections</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Making Text to Self connections: connections between what I am reading and my own life.</li> <li>- Making text to text connections: connections between this text and other texts I have read.</li> <li>- 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.</li> <li>- Know that connections can relate to topic, characters, setting, endings</li> <li>- Share knowledge of personal experiences to help interpret characters and events that are not within the reader's experience.</li> </ul> | <p><b>Writer's Workshop</b><br/>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p><b>Seed:</b> Teacher's Choice</p> <p><b>Grammar:</b> The students will be exploring how to use Homophones, Homographs and Adjectives in their writing.</p> <p><b>VCOP:</b> Over these three weeks the students will be engaging in many hands on games and focus groups to build their knowledge of openers and how to vary the way they start a sentence.</p> <p><b>Big Write:</b> Procedure</p> <p><b>Break Down Buddies:</b> 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><b>Handwriting:</b> We will be focusing on stand alone letters; s, i, x and e. The focus will be ensuring we are using the correct starting point and direction in order to form the letters correctly.</p> | <p><b>Length</b></p> <p>When learning about length the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Use precise words (not just little and big) to describe length</li> <li>- Compare and order lengths of objects using descriptive terms such as longer, taller</li> <li>- Measure length using non-standard and standard units</li> <li>- Measure accurately with a ruler without leaving gaps between or overlapping the unit</li> <li>- Choose appropriate units of measurement for the object being measured</li> <li>- Estimate and measure the length and perimeter of an object</li> </ul> <p><b>Location</b></p> <p>When learning about location the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Recognise and understand direction words such as left, right, between, under etc</li> <li>- Give and follow directions accurately</li> <li>- Understand maps and why/how they are used</li> <li>- Use a grid to read a map</li> <li>- Construct informal maps</li> <li>- Identify, locate and understand the features of a map and how they are used.</li> </ul> | <p><b>Developmental Focus: Community VEYLDF -</b></p> <p><b>Grade 1</b><br/>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation gradually learn to 'read' the behaviours of others and respond appropriately</p> <p><b>Grade 2</b><br/>Children show how enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.</p> <p>This may look like:</p> <ul style="list-style-type: none"> <li>- discussing safe and unsafe behaviours</li> <li>- Respecting other' personal space during play</li> <li>- Listening and responding to others' physical needs</li> <li>- Brainstorming strategies to calm ourselves down</li> </ul> <p><b>YCDI:</b> Consequences and Rights</p> <p><b>Manners Matter:</b> Negotiation</p> <p><b>Environment:</b> How does our energy use effect the globe?</p> |
| <p>Week 7 29th<br/>May</p> <p>Curriculum Day 1st<br/>June</p> <p>3/6 School<br/>Market</p>          | <p><b>Immersion into Poetry</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Identify and explain the purpose of poems</li> <li>- Enjoy the imagery language within poetry</li> <li>- Comprehend that there are many different types of poems i.e. rhyming, acrostic, cinquain, haiku and limerick</li> <li>- Break down different types of poetry into their structures</li> <li>- Understand the purpose of metaphors and similes</li> <li>- Recite poetry using fabulous fluency and excellent expression</li> </ul>   | <p><b>Handwriting:</b> We will be focusing on stand alone letters; s, i, x and e. The focus will be ensuring we are using the correct starting point and direction in order to form the letters correctly.</p>   | <p><b>Location</b></p> <p>When learning about location the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Recognise and understand direction words such as left, right, between, under etc</li> <li>- Give and follow directions accurately</li> <li>- Understand maps and why/how they are used</li> <li>- Use a grid to read a map</li> <li>- Construct informal maps</li> <li>- Identify, locate and understand the features of a map and how they are used.</li> </ul>   | <p><b>YCDI:</b> Consequences and Rights</p> <p><b>Manners Matter:</b> Negotiation</p> <p><b>Environment:</b> How does our energy use effect the globe?</p>   |