

## Level 2 Statement of Intent Weeks 3 and 4, Term 3 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 3 30th of July</p> <p>30/7 Grade 2 incursion - Mad About Science</p> <p>4/8 Community Market</p>	<p><b>Developmental Focus Grade 1</b> VEYLDF: <i>Wellbeing</i> Children take increasing responsibility for their own health and physical wellbeing</p> <p><i>This may look like:</i></p> <ul style="list-style-type: none"> <li>- Children making decisions about clothing based on weather such as taking off jumper if too hot or putting jumper on before going outside.</li> <li>- Using the toilet and getting a drink at appropriate times during the day.</li> <li>- Hygienic practices eg:using a tissue, washing hands, using their elbow when coughing.</li> </ul> <p><b>Grade 2:</b> VEYLDF: <i>Wellbeing</i> Children become strong in their social, emotional and spiritual wellbeing</p>	<p><b>Summarising</b> The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Remembering what the story is about during reading</li> <li>- Remembering information to help understand the end of the story</li> <li>- Remembering important information</li> <li>- Discussing the text after reading, remember important information or events</li> <li>- Remembering a simple sequence of events in a story</li> <li>- Noticing a series of events in order to link them</li> <li>- Remembering important information from a factual text</li> <li>- Understanding the problem of a story and its solution</li> <li>- Following and remember a series of events over a long text</li> <li>- Remembering episodes in the text in the order they happened</li> <li>- Identifying important ideas in a text and report them in an organised way, either orally or written</li> <li>- Summarising for the purposes of research</li> <li>- Summarising factual information into your own words</li> </ul>	<p><b>Explicit Text Type : Narrative</b></p> <p>When learning how to construct their own Narrative, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Working on our ability to develop a character</li> <li>- Using our senses to help describe the orientation (setting) to our intended audience</li> <li>- Writing a narrative that includes the main features of the text structure such as orientation, character description, main event and concluding ending</li> <li>- Following the writing cycle from exploring, planning, drafting, revising and editing to publishing and celebrating</li> </ul> <p><b>Big Write:</b> Narrative</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> Letters with tails f, g, j, p, q, y, z We will be refreshing our knowledge of how to form letters with tails. 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><b>Time</b> When learning about the concept of Time, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Using and responding to language that compares and describes time</li> <li>- Ordering daily events on a daily timeline</li> <li>- Understanding that clocks are used to tell the time and that analogue and digital clocks provide the same information</li> <li>- Estimating the time of the day</li> <li>- Recognising o'clock, half past, quarter past and quarter to times on an analogue clock</li> <li>- Telling the time on a digital clock in hours and minutes</li> <li>- Measuring with timers or standard units</li> <li>- Calculating times before or after given times</li> <li>- Making and reading simple schedules/timetables</li> <li>- Understanding the meaning of am and pm notation</li> <li>- Knowing simple time facts e.g. 60 seconds in a minute, 7 days in a week, etc.</li> </ul> <p><b>Vocabulary being developed:</b></p> <p>Time, before, during, after, today, tomorrow, yesterday, day, week, month, year, seasons Summer, Autumn, Winter, Spring, clock, analogue, big hand, little hand, hour hand, minute hand, digital, hour, minute, second, o'clock, half past, quarter-past, quarter to</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p><b>Construction:</b> Kapla, foam blocks, toy animals, MAB blocks, dice, cars and trucks, Numblocks, boxes, tubes, sticks, logs, balsa wood, corks, setting images, Mobilo, measuring tapes, tap taps hammers, timers.</p> <p><b>Making Table:</b> rocks, sticks, leaves, flowers, paints, patterned paper, origami, wool, sewing materials, kinder circles, photos of characters, felt, pop sticks, fabric, dolly pegs, cotton wool.</p> <p><b>Reading Corners:</b> author study votes, iPads, photographic prompts, reading challenge cards, listening post, opportunities for buddy reading, variety of narratives and puppets.</p> <p><b>Maths Resource Area:</b> dice, number cards, 100's charts, number lines, tens frames, counters, Unifix, teddies, calculators, deck of cards, clocks, timers, clock stamps, timetables, calendars, kinder circles, arrows, push pins.</p> <p><b>Writing Area:</b> narrative samples, story dice or cards, writer's toolkits, character profiles, variety of templates/plans, fancy paper, special writing pencils, seed box, writing cycle display, comic templates, notepads, adjective lists, sizzling starter examples.</p> <p><b>Tinker Table:</b> old appliances, nuts and bolts, old calculators, magnets, a variety of tools.</p> <p><b>Sensory Table:</b> playdough, air dry clay, tools, Harma beads, beading, paint, mortar and pestle, flowers, leaves, essential oils, threading, sensory box, pom pom templates, wool.</p> <p><b>Role Play Experiences:</b> 1P: Supermarket    1TS: Post Office    1C: Travel Agent 1S: Pizza Shop    1J: Party Shop    1L: Airport 2J &amp; 2S: Hospital 2O &amp; 2M: Fantasy    2JL &amp; 2A: Puppet Theatre</p>
<p>Week 4 6th of August</p> <p>7/8 Grade 1 Dinner</p>	<p><i>This may look like:</i></p> <ul style="list-style-type: none"> <li>- make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected.</li> <li>- increasingly cooperate and work collaboratively with others.</li> <li>- enjoy moments of solitude.</li> <li>- assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others.</li> </ul> <p><b>You Can Do It:</b> Teamwork <b>Manners Matter:</b> Respecting Adults <b>Environment/Science:</b> Weather- linking changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures.</p>	<p>- Understanding the problem of a story and its solution</p> <p>- Following and remember a series of events over a long text</p> <p>- Remembering episodes in the text in the order they happened</p> <p>- Identifying important ideas in a text and report them in an organised way, either orally or written</p> <p>- Summarising for the purposes of research</p> <p>- Summarising factual information into your own words</p>	<p><b>Big Write:</b> Narrative</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> Letters with tails f, g, j, p, q, y, z We will be refreshing our knowledge of how to form letters with tails. 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>- Using and responding to language that compares and describes time</p> <p>- Ordering daily events on a daily timeline</p> <p>- Understanding that clocks are used to tell the time and that analogue and digital clocks provide the same information</p> <p>- Estimating the time of the day</p> <p>- Recognising o'clock, half past, quarter past and quarter to times on an analogue clock</p> <p>- Telling the time on a digital clock in hours and minutes</p> <p>- Measuring with timers or standard units</p> <p>- Calculating times before or after given times</p> <p>- Making and reading simple schedules/timetables</p> <p>- Understanding the meaning of am and pm notation</p> <p>- Knowing simple time facts e.g. 60 seconds in a minute, 7 days in a week, etc.</p> <p><b>Vocabulary being developed:</b></p> <p>Time, before, during, after, today, tomorrow, yesterday, day, week, month, year, seasons Summer, Autumn, Winter, Spring, clock, analogue, big hand, little hand, hour hand, minute hand, digital, hour, minute, second, o'clock, half past, quarter-past, quarter to</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p><b>Construction:</b> Kapla, foam blocks, toy animals, MAB blocks, dice, cars and trucks, Numblocks, boxes, tubes, sticks, logs, balsa wood, corks, setting images, Mobilo, measuring tapes, tap taps hammers, timers.</p> <p><b>Making Table:</b> rocks, sticks, leaves, flowers, paints, patterned paper, origami, wool, sewing materials, kinder circles, photos of characters, felt, pop sticks, fabric, dolly pegs, cotton wool.</p> <p><b>Reading Corners:</b> author study votes, iPads, photographic prompts, reading challenge cards, listening post, opportunities for buddy reading, variety of narratives and puppets.</p> <p><b>Maths Resource Area:</b> dice, number cards, 100's charts, number lines, tens frames, counters, Unifix, teddies, calculators, deck of cards, clocks, timers, clock stamps, timetables, calendars, kinder circles, arrows, push pins.</p> <p><b>Writing Area:</b> narrative samples, story dice or cards, writer's toolkits, character profiles, variety of templates/plans, fancy paper, special writing pencils, seed box, writing cycle display, comic templates, notepads, adjective lists, sizzling starter examples.</p> <p><b>Tinker Table:</b> old appliances, nuts and bolts, old calculators, magnets, a variety of tools.</p> <p><b>Sensory Table:</b> playdough, air dry clay, tools, Harma beads, beading, paint, mortar and pestle, flowers, leaves, essential oils, threading, sensory box, pom pom templates, wool.</p> <p><b>Role Play Experiences:</b> 1P: Supermarket    1TS: Post Office    1C: Travel Agent 1S: Pizza Shop    1J: Party Shop    1L: Airport 2J &amp; 2S: Hospital 2O &amp; 2M: Fantasy    2JL &amp; 2A: Puppet Theatre</p>