

Level 2 Statement of Intent Weeks 1 and 2, Term 4 2018

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p>Week 1</p> <p>8th of October</p>	<p>Developmental Focus</p> <p>VEYLDF: Community - Children become socially responsible and show respect for the environment</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Participating with others to solve problems and contribute to group outcomes - Exploring relationships with other living and non-living things and observe, notice and respond to change 	<p>Immersion in to the text type of: Recounts</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recognising and explaining the purpose of a recount text - Identify the 5 Ws in a recount (who, what, when, where and why) - Identify the use of time connectives to sequence a recount such as first of all, afterwards and finally - Verbalise the main event in a recount - Explain why we read recounts, for example; to be informed by a retell i.e. a book or movie, to reflect on past memories and experiences, to go back to a space in time. 	<p>Explicit Text Type: Recounts</p> <p>Work through the writing cycle (explore, plan, draft, revise, edit, publish and celebrate) to complete a recount</p> <p>Mini lessons should include...</p> <ul style="list-style-type: none"> - Purpose/Audience - Structure - Language 	<p>Growth Mindset</p> <p>When learning about having a growth mindset the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Mistakes are powerful - Speed is not important - Believe in yourself - Our brains grow and change - Our brains think about maths visually 	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Mini cities, familiar characters, dice, cars and trucks, boxes, tubes, natural materials, Lego, toys, balsa wood, corks, setting images, measuring tapes and calculators</p> <p>Making Table: Pictures of different holiday settings, people, historical characters etc, pages photocopies from historical figure books (ie: Goodnight Stories for Rebellious Girls/Boys), pebbles to make characters.</p> <p>Reading Corners: Non-fiction books, recounts, sticky notes, iPads, National Geographic Magazines and non-fiction listening post.</p>												
<p>Week 1</p> <p>15th of October</p> <p>15/10 - Living Eggs Arrive</p> <p>19/10 Grade 2 Sleepover</p>	<p>You Can Do It: Good winners and losers</p> <p>Manners Matter: Taking Turns</p> <p>Enviro/Science: How much water is there on earth?</p>	<p>Inferring 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 character's 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>Big Write:</p> <p>Grade 1 - Narrative - Talking Chicks Grade 2 - Recount- Best Holiday Memory</p> <p>Break Down Buddies: In BDB today please look for the following: Have you used a variety of time openers? Have you had a go at editing your writing? Have you written in past tense?</p> <p>Handwriting: tail letters</p>	<p>Place Value</p> <p>When learning about place value the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - A number is a representation that can be substituted for: <ul style="list-style-type: none"> o Materials that show a quantity o A word that describes the quantity o A numerical symbol that records the number succinctly - Our numbers are a part of a number system - The system has 10 digits, 0 through 9 which are the basis for all numbers - Each digit in a number has a value - The position of a digit represents its value - The symbol for zero exists and it holds a place in a number, telling us that there isn't a number of that value <p>Vocabulary that students will be using: Number, place value, quantity, amount, digits, ones, tens, hundreds, thousands, read, record, order, model, smallest, largest, MAB, bundling, and renaming.</p>	<p>Maths Resource Area: Balance scales, spring scales, mathematics dictionaries, teddies, cups, number lines and picture books.</p> <p>Writing Area: Templates for recounts, recounts examples, highlighters, sentence strips, comma templates, handwriting charts and dotted thirds with tail letters.</p> <p>Sensory Table: Frozen animals, pebbles, flowers, leaves, kinetic sand, water, rice, outside natural materials, interest books, handwriting with shaving cream trays, egg timers, magnifying glass, grass, fake snow.</p> <p>Tinker Table: Old electronics, variety of scales, nuts, bolts, nails and tape measures.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1J: Chinese Restaurant</td> <td>1L: Spy Agency</td> <td>1C: Pet Shop</td> </tr> <tr> <td>1P: Optician</td> <td>1TS: Camping</td> <td>1S: Veterinarian</td> </tr> <tr> <td>2O & 2M: Airport</td> <td>2J: Travel Agent</td> <td>2S: Ice Cream Shop</td> </tr> <tr> <td>2JL & 2A: Lego Land</td> <td></td> <td></td> </tr> </table>	1J: Chinese Restaurant	1L: Spy Agency	1C: Pet Shop	1P: Optician	1TS: Camping	1S: Veterinarian	2O & 2M: Airport	2J: Travel Agent	2S: Ice Cream Shop	2JL & 2A: Lego Land		
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