

Level 2 Statement of Intent Weeks 3 and 4, Term 4 2018

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p>Week 3</p> <p>22nd of October</p> <p>25/10-Tabloid Sports</p> <p>25/10 - Art Show</p> <p>26/10 - Chickens leave the JLC</p>	<p>Developmental Focus</p> <p>VEYLDf: Children interact verbally and non-verbally with others for a range of purposes</p> <p><i>This may look like:</i></p> <ul style="list-style-type: none"> -using Maths talk moves to communicate non-verbally in class -understanding that we are all different and that people communicate in different ways -being able to read body language both positive and negative 	<p>Inferring</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recalling key ideas from a text - Recognising literal and implied meaning in texts - Identifying the characters' feelings and motives through a range of reading strategies - Providing evidence for their inferences - Talking about the pictures to interpret a problem or a character's feelings - Understanding that pictures reveal a problem or characters' feelings - Talking about cause of feelings and motives of character - Looking for changes in characters over time and identify reasons for change - Inferring causes and their effect implied in text - Justifying inferences with evidence from the text - Inferring the big ideas or message (theme) of the text - Inferring the big idea, analysing the cause and effect, and providing evidence for your inferences - Taking perspectives that may be unfamiliar in interpreting characters' motives, causes for action or themes 	<p>Writer's Workshop Cycle</p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Students will be exploring a new 'seed' in their class Writer's Workshop Notebook to inspire them for their own personal writing</p> <p>Mini Lessons: Editing</p> <p>Students will be revising their writing and making edits to improve their pieces of writing. They will be exploring a variety of strategies that authors use during the editing stage of the writer's cycle.</p>	<p>2D and 3D Shapes</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying and naming basic 2D shapes such as triangles, circles, squares, rectangles, rhombi and hexagons -Identifying and naming 3D objects such as spheres, cubes, pyramids, cones and cylinders -Drawing 2D shapes by hand and with the use of technology -Identifying the properties of a shape e.g. sides, corners, faces, edges and vertices -Classifying and sorting shapes according to their properties -Recognising when two shapes are congruent -Recognising when a shape has been transformed and describing what transformation has occurred -Sliding a shape and explaining how they have transformed the shape -Flipping and/or turning a shape and explaining how they have transformed the shape -Enlarging/reducing a shape and explaining how they did it -Recognising shapes that have line symmetry and explaining where the line of symmetry is -Drawing and creating shapes that have line symmetry -Recognising shapes that are asymmetrical (not symmetrical) <p>Vocabulary that students will be using:</p> <p>2-dimensional/2D, 3-dimensional/3D, Triangle, Circle, Square, Rectangle, Rhombus, Hexagon, Sphere, Cube, Cone, Prism, Pyramid, Cylinder, Properties, Side, Corner, Face, Edge, Vertice, Classify/Sort, Venn diagram, Congruent, Net</p>	<p>Investigations</p> <p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: 3D foam shape blocks, tangrams, engineering and architecture books, nets of shapes, Mecano, magnetic shapes, shape city prompts, geoboards.</p> <p>Making Table: Emoji faces, Harma beads, feathers, balsa wood, natural resources, clay, pipecleaners, pom poms, googly eyes, matchsticks, Bluetac.</p> <p>Reading Corners: non-fiction and fiction texts, inferring templates, inferring prompts and pictures, sticky notes, board games.</p> <p>Maths Resource Area: nets, shapes, geoboards, 2D and 3D shapes, kinder circles, kinder squares, tap taps, dice, counters and hundreds charts.</p> <p>Writing Area: editing checklists, sentence strips for boundary punctuation, magnetic punctuation, special cards, fancy pens, handwriting templates.</p> <p>Tinker Table: old electronics, variety of scales, nuts, bolts, nails and tape measures.</p> <p>Sensory Table: lightbox, marbles, waterbeads, Bunchems, plasticine, flower pressing, sensory box.</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 Grooming</td> </tr> <tr> <td>1P: Optician</td> <td>1TS: Camping</td> <td>1S: Vet</td> </tr> <tr> <td>2O & 2M: Travel Agency</td> <td>2J: Travel Agent/Airport</td> <td></td> </tr> <tr> <td>2S: Hospital</td> <td>2JL: Legoland</td> <td>2A: Zoo</td> </tr> </table>	1J: Chinese Restaurant	1L: Spy Agency	1C: Pet Grooming	1P: Optician	1TS: Camping	1S: Vet	2O & 2M: Travel Agency	2J: Travel Agent/Airport		2S: Hospital	2JL: Legoland	2A: Zoo
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<p>Week 4</p> <p>29th of October</p>	<p>You Can Do It: Body Language & Being Assertive</p> <p>Manners Matter: Appropriate Language</p> <p>Enviro/Science: What is the water cycle?</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 they are reading and their own lives. - Making Text to Text connections: connections between this text and other texts they 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. - Knowing that connections can relate to topic, characters, setting, endings - Using background knowledge to interpret and think about characters and events - Using background knowledge to understand texts before, during and after reading - Sharing knowledge of personal experiences to help interpret characters and events that are not within the reader's experience. - Using knowledge from one text to help develop understandings of diverse cultures and settings encountered in new texts. 	<p>VCOP: Punctuation - boundary punctuation plus 2 others, e.g. commas, talking marks, etc.</p> <p>Big Write: Narrative - Magical Staircase</p> <p>Break Down Buddies: In BDB we will be looking for the following:</p> <ul style="list-style-type: none"> - Boundary Punctuation - Have you had a go at editing? - Do you have the correct Narrative structure? <p>Handwriting: This fortnight we will be making sure our head letters are reaching up to the sky line of the dotted thirds. The head letters are; d, f, h, k, l, b.</p>	<p>2D and 3D Shapes</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying and naming basic 2D shapes such as triangles, circles, squares, rectangles, rhombi and hexagons -Identifying and naming 3D objects such as spheres, cubes, pyramids, cones and cylinders -Drawing 2D shapes by hand and with the use of technology -Identifying the properties of a shape e.g. sides, corners, faces, edges and vertices -Classifying and sorting shapes according to their properties -Recognising when two shapes are congruent -Recognising when a shape has been transformed and describing what transformation has occurred -Sliding a shape and explaining how they have transformed the shape -Flipping and/or turning a shape and explaining how they have transformed the shape -Enlarging/reducing a shape and explaining how they did it -Recognising shapes that have line symmetry and explaining where the line of symmetry is -Drawing and creating shapes that have line symmetry -Recognising shapes that are asymmetrical (not symmetrical) <p>Vocabulary that students will be using:</p> <p>2-dimensional/2D, 3-dimensional/3D, Triangle, Circle, Square, Rectangle, Rhombus, Hexagon, Sphere, Cube, Cone, Prism, Pyramid, Cylinder, Properties, Side, Corner, Face, Edge, Vertice, Classify/Sort, Venn diagram, Congruent, Net</p>	<p>Investigations</p> <p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: 3D foam shape blocks, tangrams, engineering and architecture books, nets of shapes, Mecano, magnetic shapes, shape city prompts, geoboards.</p> <p>Making Table: Emoji faces, Harma beads, feathers, balsa wood, natural resources, clay, pipecleaners, pom poms, googly eyes, matchsticks, Bluetac.</p> <p>Reading Corners: non-fiction and fiction texts, inferring templates, inferring prompts and pictures, sticky notes, board games.</p> <p>Maths Resource Area: nets, shapes, geoboards, 2D and 3D shapes, kinder circles, kinder squares, tap taps, dice, counters and hundreds charts.</p> <p>Writing Area: editing checklists, sentence strips for boundary punctuation, magnetic punctuation, special cards, fancy pens, handwriting templates.</p> <p>Tinker Table: old electronics, variety of scales, nuts, bolts, nails and tape measures.</p> <p>Sensory Table: lightbox, marbles, waterbeads, Bunchems, plasticine, flower pressing, sensory box.</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 Grooming</td> </tr> <tr> <td>1P: Optician</td> <td>1TS: Camping</td> <td>1S: Vet</td> </tr> <tr> <td>2O & 2M: Travel Agency</td> <td>2J: Travel Agent/Airport</td> <td></td> </tr> <tr> <td>2S: Hospital</td> <td>2JL: Legoland</td> <td>2A: Zoo</td> </tr> </table>	1J: Chinese Restaurant	1L: Spy Agency	1C: Pet Grooming	1P: Optician	1TS: Camping	1S: Vet	2O & 2M: Travel Agency	2J: Travel Agent/Airport		2S: Hospital	2JL: Legoland	2A: Zoo
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