

Level 2 Statement of Intent Weeks 5 and 6 Term 1 2020

Important Dates	Reading	Writing	Maths	Developmental	Related Learning Areas
<p>Week 5 24/2</p>	<p>Solving Words using Decoding Strategies:</p> <p>Students will be using some of the following strategies to decode unknown words:</p> <ul style="list-style-type: none"> Stretching out the sounds in the word slowly so that you can hear the word Chunking the word into sound patterns Looking at the pictures to help give you clues for what the word might be Skipping over the word, read the whole sentence then think about what word would make sense Thinking, does this make sense? Using known words, or parts of words, to make connections to new words and help decode Using the first letter, sound or spelling pattern to help decode Recognising high frequency words Solving words 'on the run' 	<p>Explicit Text Type: Recount</p> <p>When learning how to construct their own recounts, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> Exploring and using the structure of a recount text, for example being able to include the 5Ws Who did the activity? What did they do? When did this happen? Where did it take place? Why was the activity carried out? Writing in chronological order using time connectives and paragraphs to show a change in event or time Use and provide technical vocabulary as well as WOW words to describe emotions and the setting Write using personal viewpoint with past tense language Revise and edit their piece using the green VCOP highlighter <p>Handwriting: We will be refreshing our knowledge of how to form Grass Letters- Sky Letters – <i>d. l. f. b. h. k</i></p> <p>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>Grade 1</p> <p>2D and 3D Shapes: 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 Identifying and naming 3D objects such as spheres and cubes Identifying, classifying and sorting shapes according to their properties eg. Sides, corners/vertices, faces, edges <p>Vocabulary that students will be using: 2-dimensional/2D, 3-dimensional/3D, Triangle, Circle, Square, Rectangle, Rhombus, Hexagon, Sphere, Cube, Cone, Prism, Pyramid, Cylinder, Properties, Side, Corner/ Vertice, Face, Edge.</p> <p>Grade 2</p> <p>Time: When learning about the concept of Time, the students will be exploring the following learning intentions:</p>	<p>Developmental Focus:</p> <p>Community: Children become socially responsible and show respect to the environment.</p> <p>This may look like:</p> <ul style="list-style-type: none"> including others in play scenarios using the 'Friendship Tree' and checking on friends Inviting a friend to a lunchtime club Playing with friends in the shade if they forget their hat Partaking in the 'Clean Up Australia Day' initiative 	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: shape blocks, pattern prompt cards and questions, wooden blocks, foam blocks, Kapla</p> <p>Making Table: old magazines, clock stamps, tissue paper, kinder squares, kinder circles, paper plates, paint, natural materials, tree trunk template, cotton wool, cotton buds, beading, twine, pom poms, stamps, confetti, buttons</p> <p>Reading Corners: reading strategies posters, Post-it notes, pencils, just right bookmark, reading challenge cards, atlases, chunking strips, whisper phones</p> <p>Maths Resource Area: teddies, counters, see through counters, hundred charts, number lines, calculators, stop watches, nets, blank calendars</p> <p>Writing Areas: seeds, natural objects, seasonal seeds, pencils, fancy pens, coloured paper, card, template of text types, example of text types, dictionaries, thesauruses, shape picture books, chalk, magnetic letters, shape notebook</p>
<p>Week 6 2/3</p> <p>Cold Write</p>	<p>Using known words, or parts of words, to make connections to new words and help decode</p> <p>Using the first letter, sound or spelling pattern to help decode</p> <p>Recognising high frequency words</p> <p>Solving words 'on the run'</p>	<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: Teacher Choice</p> <p>Writing Cycle : Students will be learning the Writing Cycle and practising following the phases of the writing cycle: VCOP</p> <p>The students will be focusing on VCOP: embedding their use of Boundary Punctuation. Particularly full stops, exclamation marks and question marks and always following these with a capital letter.</p> <p>Handwriting: Grass Letters - body letters: <i>a. s. e. r. t. f. c. o. x. u. n. w. u. m</i></p> <p>Spelling: Grade 1- 'o' as in frog Grade 2- 'y' as in pony</p>	<p>Using and responding to language that compares and describes time</p> <p>Ordering daily events on a daily timeline</p> <p>Making and reading simple schedules/timetables</p> <p>Naming, describing and ordering the days of the week, months of the year and the 4 seasons</p> <p>Vocabulary being developed: Time, before, during, after, today, tomorrow, yesterday, day, week, month, year, seasons Summer, Autumn, Winter, Spring and cycle</p>	<p>You Can Do It:</p> <p>Getting Along: Playing together.</p> <p>Manners Matter: May I?</p> <p>Enviro/Science: Reducing waste: What can and can't be recycled?</p>	<p>Science Lab: dishwashing liquid, vinegar, bi-carb, flour, PVA glue, test tubes, magnifying glasses, baking soda, corn flour, seeds, soil</p> <p>Tinker Table: bolts and nuts, tools, old electronics, shapes, old clocks, books about robotics and electronic machines and questioning prompts.</p> <p>Role Play Experiences: 1A, 1T & 1J – Sushi restaurant 1N, 1DS & 1L – Zoo 2M, 2S & 2J – Farm 2C -Cafe 2A – Optician</p>