

Level 2 Statement of Intent Weeks 3 and 4 Term 3 2019

| Important Dates | Reading | Writing | Maths | Developmental | Related Learning Areas |
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| <p>Week 3 29/7</p> <p>3/8- School Community Market</p> | <p>Searching for Information</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Searching for specific facts in informational texts - Using simple organisation features to help find information (contents page, page numbers, title, headings and glossary) | <p>Explicit Text Type: Information Reports</p> <p>When learning how to construct their own Information Report, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Providing factual information about a known or given topic - Introducing the topic by providing a classification that may lack precision, e.g. Dogs are a type of animal that make great pets. - Giving some general information, e.g. size, colour, habitat - Including information under headings - Writing a concluding statement with some attempt to summarise what has been written - Including features such as, title, headings, pictures with labelled elements e.g. parts of a dog - Using some technical or subject-specific vocabulary e.g. bark, friendly, train, diet | <p>Time</p> <p>When learning about the concept of Time, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Using and responding to language that compares and describes time - Ordering daily events on a daily timeline - Understanding that clocks are used to tell the time and that analogue and digital clocks provide the same information - Estimating the time of the day - Recognising o'clock, half past, quarter past and quarter to times on an analogue clock - Telling the time on a digital clock in hours and minutes - Measuring with timers or standard units - Calculating times before or after given times - Making and reading simple schedules/timetables - Understanding the meaning of am and pm notation - Knowing simple time facts e.g. 60 seconds in a minute, 7 days in a week, etc. | <p>VEYLDF: Wellbeing- Children become strong in their social, emotional and spiritual wellbeing</p> <p>This may look like:</p> <ul style="list-style-type: none"> - make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected. - increasingly cooperate and work collaboratively with others. - enjoy moments of solitude. - assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others. <p>YCDI: Teamwork</p> <p>Manners Matter: Respecting Adults</p> <p>Environment: What can we recycle in our classrooms? What can we do with our soft plastics?</p> | <p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Recycled boxes, animals, pictures of different structures, non-fiction books</p> <p>Making Table: Plates, split pins, number stamps, cellophane, shoe boxes, icy-pole sticks, wool</p> <p>Reading Corners: Non-fiction books, fact files, National Geographic Magazines, I-pads</p> <p>Maths Resource Area: Mini-clocks, stop watches, sand timers, digital clock, analogue clock, time stamps</p> <p>Writing Area: Information report planning templates, research maps, I-pads</p> <p>Tinker Table: Old clocks, tools, old appliances, gloves, goggles</p> <p>Science: Bath bombs, marbling kits, mixing bowls, measuring cups, natural materials</p> <p>Role Play Experiences:</p> <ul style="list-style-type: none"> 1L- Detectives 1J- Camping 1T- Toy Shop 1A- Ice-cream Parlour 1N- Ninja Do Jo 2C- Hairdresser 2N- The Zoo 2A- Gears 2S- Hairdresser 2TL-Bakery 2O- Vet |
| <p>Week 4- 5/8</p> <p>8/8 Grade One Dinner</p> <p>9/8 Trivia Night</p> | <ul style="list-style-type: none"> - Using all the information presented on the page to gain meaning- such as diagrams and photos - Using chapter titles to predict content - Sustaining attention of a text read over several days, remembering details and revising interpretations as new events are encountered | <p>Big Write :</p> <p>Grade 1- Grade One Dinner Recount</p> <p>Grade2 – Homelessness Week Persuasive</p> <p>Handwriting: We will be refreshing our knowledge of how to form grass letters- head letters <i>a, s, e, r, l, t, c, o, x, v, n, w, u, m</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>SMART Spelling Foci:</p> <p>Grade1- u as in bus and the prefix un</p> <p>Grade 2- plurals adding es</p> | <p>Vocabulary being developed:</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> | | |