

Level 2 Statement of Intent Weeks 4 and 5 Term 2 2019

Important Dates	Reading	Writing	Maths	Developmental	Related Learning Areas
<p>Week 4 13/5</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 I am reading and my own life. - Making Text to Text connections: connections between this text and other texts I 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. - Know that connections can relate to topic, characters, setting and endings - Use background knowledge to interpret and think about characters and events - Use background knowledge to understand texts before, during and after reading - Share knowledge of personal experiences to help interpret characters and events that are not within the reader's experience. - Use knowledge from one text to help develop understandings of diverse cultures and settings encountered in new texts. 	<p>Explicit Text Type - Persuasive Work through the writing cycle (explore, plan, draft, revise, edit, publish and celebrate) to complete a persuasive piece</p> <p>Mini lessons should include...</p> <ul style="list-style-type: none"> - Purpose/Audience - Structure (headings, subheadings, visual element, glossary) - Language <p>Cold Write- Week 5 Exposition</p> <p>Handwriting: We will be refreshing our knowledge of how to form Grass Letters-Body Letters; a, s, e, r, i, t, c, x, v, n, w, u, m. 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>Chance and Data When learning about the concept of chance and data, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Asking simple questions that interest them and gathering responses in an organised way - Use tallies & tables to record answers to questions & summarise the answers - Sorting data into categories - Represent data with objects & drawings where one object or drawing represents one data value - Create displays of data using lists, tables and picture graphs and interpret them - Describe outcomes of simple familiar events using 'will happen', 'won't happen' or 'might happen'. - Identify practical activities & everyday events that involve chance. - Describe outcomes as 'likely' or 'unlikely' & identify some events as 'certain' or 'impossible'. <p>Vocabulary that students will be using: Research, survey, response, data, collection, sort, display, graph, chart, records, lists, tables and tallies</p>	<p>Developmental Focus: Community VEYLDF - Children respond to diversity with respect.</p> <p>This may look like:</p> <ul style="list-style-type: none"> - awareness of others - acceptance of diversity - interest in others - recognising importance of interacting with others - developing empathy for others - developing respect for others <p>YCDI: Making decisions in a group</p> <p>Manners Matter: Saying "Excuse me"</p> <p>Environment: Earth and Space- What causes seasons? How do season affect us?</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Kapla, toy animals, MAB Blocks, foam blocks, dice, cars and trucks, Numblocks, chance spinners</p> <p>Making Table: Origami, paint, crinkle-cut scissors, sewing, blank coloured paper, stencils, Reading Corners: Author Study Box, listening post, persuasive texts, Making Connection games</p> <p>Maths Resource Area: Dice, counters, MAB, 100's chart, teddies, chance spinners, challenge, number lines</p> <p>Writing Area: Persuasive plans, special writing pens, stamps, writing paper, coloured paper</p> <p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences: 1L- Hairdresser 1J- Ice-cream Shop 1T- Detectives 1A- Chinese Restaurant 1N- Detectives 2C- Zoo 2N- Space 2A- Vet 2S- Airport 2TL- Cafe 2O- Bakery</p>
<p>Week 5 20/5 Education Week</p>			<p>Addition When learning about addition the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Use counting strategies to solve problems that involve comparing, combining and separating these sets - Solve simple addition and subtraction problems using materials - Partition numbers using place value and carry out simple additions and subtractions using counting strategies - Group collections of objects in units, tens and hundreds, and write and solve number sentences involving addition or subtraction - Perform simple addition and subtraction calculations using a range of strategies - Find the total value of simple collections of Australian notes and coins use digital technology to produce sequences by constant addition - Apply place value to partition, rearrange and regroup numbers to help with calculations and solve problems - Describe, continue and create number patterns formed by repeated addition and subtraction - recognise and explain the connection between addition and subtraction. - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation - Continue number patterns involving addition and subtraction <p>Vocabulary that the students will be using: Plus, addition, and, add, doubles/near doubles, friends of ten, count all/count on, all together, equals.</p>		