



Statement of Intent: Year 2

Term 1 2022 - Weeks 1-3

DEVELOPMENTAL DOMAIN INTENTIONS OR EARLY YEARS FRAMEWORK OUTCOMES	KEY LEARNING INTENTIONS	CHILDREN'S CURRENT INTERESTS	STAFF- SCHOOL- COMMUNITY INTERESTS / FOCUS	RELATED LEARNING EXPERIENCES INVESTIGATION PROVOCATIONS	MODIFICATIONS INCIDENTAL / SCAFFOLDING ASSESSMENT
<p>Social (Community) For the children to develop a sense of belonging to groups and understand their rights and responsibilities in the classroom.</p> <p>Language (Communication) For the children to interact verbally and non-verbally with others in a new environment.</p> <p>Cognitive (Learning) For the children to develop a sense of curiosity, confidence and creativity.</p> <p>Physical (Wellbeing) For the children to become strong in their social and emotional wellbeing.</p> <p>Emotional (Identity) For the children to develop knowledgeable and confident self-identities.</p>	<p>RELIGION – Church - Families are made up of different people - Jesus was born into a family - God's family fathers in a special, holy place</p> <p>ENGLISH <u>Writing:</u> For the children to: - understand and use the correct text structure when writing recounts - edit their own work for the inclusion of capital letters and full stops - use capital letters at the beginning of sentences, as well as for proper nouns - write sentences legibly and fluently using correct pencil grip and posture</p> <p><u>Reading</u> For the children to: - visualise a text whilst reading - sequence the main ideas of a story - make connections between information in print and image - monitor own reading and self-correct when reading does not make sense</p> <p><u>Speaking and Listening</u> For the children to: - use descriptive language when describing things to peers and teachers - use full sentences when asking and answering questions verbally - use full sentences</p> <p>MATHEMATICS <u>Number:</u> For the children to: - investigate number patters of three-digit numbers - partition three-digit numbers - identify the place value of a digit in a three-digit number (ones, tens, hundreds)</p> <p>HASS History; Past & Present</p>	<p>Aeroplanes Basketball Beach Blocks Box construction Cars Craft Cricket Dancing Designing board games Drawing Football iPad Lego Making things Mixing colours together Playing with old technology Pool Reading picture books Soccer Swimming</p>	<p>9th February – Class e- Information Sessions online</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Ice-Cream Parlour – sandpit, towels, blackboard, chalk, costumes, ice-cream stand, paper cups, weaved basket, pool noodle, wooden coffee machine, wooden cupcake stand, wooden blender.</p> <p>Sensory Light table – counters, shapes and colour paddles. Doll's house – figurines, couches, table, chairs. Old and New – Jenga, flip phones, elastics, word and picture walls, pick-up-sticks, floppy discs.</p> <p>Construction Large wooden blocks Lego – jars filled with one colour, building with one colour of Lego. Box construction – boxes, sticky tape, glue, scissors.</p> <p>Collage/Creating Craft table – coloured squares, materials of different textures, string, popsticks, stickers, coloured ribbon Drawing station – thick and thin outliners, a large range of skin-coloured pencils, blank paper, instructions about how to draw a self-portrait, examples of self-portraits, a large mirror, books about being unique. Indigenous art symbols displayed.</p> <p>Reading Various books including fairy tales, Aboriginal Dreamtime stories, stories about the beach and Australian culture. Various examples of recounts.</p> <p>Writing Postcard stations – lead pencils, coloured pencils, instructions about how to write a postcard, laminated cards to prompt students to imagine travelling to holiday locations, blank postcards, Australian postcards, international postcards.</p> <p>Maths Class maths games, mini whiteboards, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice,</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Dianna Rigg Phonics Assessment • PAT Testing • Checklists • Anecdotal Notes

	<p>For the children to:</p> <ul style="list-style-type: none"> - identify the impact of changing technology on people's lives - recognise how technology of the past differs from current technology <p>HEALTH <u>Communicating and interacting for health and wellbeing</u> -Exploring how people feel when they are included and excluded from groups and activities (ACPPS019) -Recognising own emotions and demonstrating positive ways to react in different situations (ACPPS020)</p> <p>TECHNOLOGY <u>Knowledge and Understanding</u> - Using an iPad to upload items to Seesaw - Scanning QR codes</p> <p>VISUAL ARTS <i>Current events inspired bushfires</i> Students explore how communicating messages and ideas can be used as inspiration to create artwork.</p> <p>MAKING <i>Ideas</i> Exploration of, and experimentation with, the <u>visual art elements</u> of <u>shape, line, colour, space</u> and <u>texture</u> and how these are used in the environment (ACAVAM106)</p> <p><i>Skills</i> Experimentation with techniques and art processes such as painting, printmaking and mixed media (ACAVAM107)</p> <p><i>Production</i> Use of <u>visual art elements</u> and techniques, to create <u>2D</u> and <u>3D artwork</u>, to communicate ideas and messages to an <u>audience</u> (ACAVAM108)</p> <p>RESPONDING Personal responses, identifying elements of <u>shape, line, colour, space</u> and <u>texture</u> in <u>artwork</u> they view and make (ACAVAR109)</p> <p>PHYSICAL EDUCATION Moving our Body -Forward Roll (ACPMP025) -Jump for Height (ACPMP025) -Overarm throw (ACPMP025/ACPMP027) Understanding Movement -Ways in which the body reacts during physical activity (ACPMP028) -Ways to maintain a balanced position while performing various skills (ACPMP029) Learning through Movement -Positive choices when participating in group activities such as encouraging team-mates, dealing with winning and losing (ACPMP030)</p>			<p>dominoes, playing cards, tessellating shape, unifix cubes, clocks, counters.</p>	
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-Importance of rules and fair play in partner, group activities and minor games (ACPMP032)

JAPANESE LANGUAGE

1. Students will understand and communicate by learning vocabulary for body parts あたま、かた、ひざ、て、め、はな. . Learning to say that something hurts あたまが いたいです。
2. Interact with the teacher through action-related talk to practice vocabulary
3. Engage by listening to, viewing and respond through action, dance, singing, drawing
4. Cultural learning such as events and festivals- Sestubun, Hina Matsuri, Hanami and responding to such festivals in different form of arts(origami)