



Statement of Intent: Year 2

Term 2 2022 ~ Weeks 2 - 4

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 – Eucharist - People experience love - There are many kinds of love - People show love to others</p> <p>ENGLISH <u>Writing</u> For the children to: - use paragraphs when writing recounts - understand the structure of a narrative (story) - describe characters and settings using adjectives - using capital letters for proper nouns and sentence starters - using full stops to end a sentence - write sentences legibly and fluently using correct pencil grip and posture</p> <p><u>Reading</u> For the children to: - sequence the main ideas of a story - make connections between a text and a personal experience - predict the content of a book prior to reading it, using the title and illustrations to assist - 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 gestures and make eye contact whilst presenting - use full sentences when asking and answering questions verbally</p> <p>MATHEMATICS <u>Number</u> For the children to: - identify 1, 10 and 100 more/less than 3-digit numbers - identify the missing element in a number sequence</p> <p><u>Measurement and Geometry</u> For children to:</p>	<p>Aeroplanes AFL Art Basketball Books Box construction Craft Dinosaurs Drawing Foliage Holidays iPad Kinetic sand Lego Playdough Playing teachers Science Soccer Sport Whiteboard Writing</p>	<p>26th April – ANZAC Day Service</p> <p>Month of Mary</p> <p>5th May – Year Two Liturgy</p> <p>6th May – Mother's Day Stall</p> <p>13th May – Year Two Blue Assembly</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers.</p> <p>Dramatic Play <u>Classroom</u> – classroom table and chairs, word cards, chalk board, chalk, books, clipboards, writing pages, pencils, word wall. <u>Little World</u> – books, figurines, animals, word wall.</p> <p>Sensory Light table – tessellating shapes, tangram instruction cards. Doll's house – figurines, couches, table, chairs.</p> <p>Construction Wooden blocks – large and small. Lego – jars filled with one colour, building with one colour of Lego. Box construction – boxes, sticky tape, glue, scissors. Paper aeroplanes – paper of different sizes, books about how to construct paper aeroplanes. Connectable construction kits.</p> <p>Collage/Creating Craft table – coloured squares, materials of different textures, string, popsticks, stickers, coloured ribbon, coloured pencils, scissors, cellophane, cotton buds, tissue paper, googly eyes, pom poms Drawing station – thick and thin outliners, coloured pencils, blank paper, examples of environmental posters, books on sustainability. Indigenous art symbols displayed.</p> <p>Reading Various books including fairy tales, stories about doctors, the beach, Australian culture. Examples of narratives ANZAC day books.</p> <p>Writing Book templates, narrative prompts, fairy tale books, word cards, whiteboards, whiteboard markers, various writing implements, pens, pencils, highlighters, markers, scented pens, coloured paper, blank paper, envelopes in different sizes, stencils, alphabet tiles, postcard templates, and sticky tape.</p> <p>Maths Can You Find – coloured rice, magnetic numbers, whiteboard markers, 'can you find' addition templates. Class maths games, mini whiteboard, whiteboard markers, place value</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Running Records • Dianna Rigg • Phonics Assessment • Checklists • Anecdotal Notes

	<p>- list the seasons and months of the year - identify dates on a calendar</p> <p>HASS <u>History: Old and New/Significant People in the Local Community</u> For the children to: - explain differences between old and new settings - identify a significant person in the local community</p> <p>TECHNOLOGY <u>Knowledge and Understanding</u> - identify hardware and software components of digital systems - using an iPad to upload items to Seesaw - scanning QR codes</p> <p>HEALTH <u>Being healthy, safe and active</u> - describe strengths and achievements and how they contribute to personal identities (ACPPS015) - identify changes in relationships and responsibilities as they grow older (ACPPS016)</p> <p>STEM -A push or a pull affects how an object moves or changes shape -Participate in guided investigations to explore and answer questions</p> <p>JAPANESE: •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。 •Interact with the teacher through action-related talk to practice vocabulary •Engage by listening to, viewing and responding through action, dance, singing, drawing •Cultural learning such as events and festivals- Kodomono hi and responding to such festivals in different form of arts(origami), watching anime</p>			<p>charts, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, tessellating shape, unifix cubes.</p>	
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	<p>VISUAL ARTS YEAR 2</p> <ul style="list-style-type: none"> · <i>Mother's Day inspired etched original design foam block prints</i> · <i>Coral reef with a focus on the artistic element of 'value'</i> · <i>Detailed fish drawing</i> <p>Students explore how communicating messages and ideas can be used as inspiration to create artwork.</p> <p>MAKING Ideas Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment (ACAVAM106)</p> <p>Skills Experimentation with techniques and art processes such as painting, printmaking and mixed media (ACAVAM107)</p> <p>Production Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience (ACAVAM108) Presentation and display of original artwork (ACAVAM108)</p> <p>RESPONDING Personal responses, identifying elements of shape, line, colour, space and texture in artwork they view and make (ACAVAR109)</p> <p>PHYSICAL EDUCATION Object control skills-two-hand side strike (ACPMP025) Fundamental movement skills involving the control of objects and simple games-overarm throw, kick (ACPMP027) Simple games that use a combination of movement skills (ACPMP027) Positive responses to physical activity, such as a feeling of wellbeing (ACPMP028) Ways in which the body reacts during physical activity (ACPMP028) Alternatives and their effectiveness when solving movement challenges, such as-gaining possession, scoring, changing positions, use of equipment (ACPMP031)</p>				
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