



Statement of Intent: Year 2

Term 3 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 – Confirmation - Love is to want what is good for the other person - Sometimes love means not giving people what they want - Different ways people show love to others</p> <p>ENGLISH <u>Writing:</u> For the children to: - write a recount using the correct structure and paragraphing - give their point of view in relation to a situation or topic - identify the language features of a persuasive text - investigate reasons for and against a topic - identify the structure of a persuasive text</p> <p><u>Reading</u> For the children to: - make connections between texts - 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 - compare contrasts two texts - correctly answer literal and inferential comprehension questions</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 appropriate eye contact, body language and hand gestures when presenting - use an appropriate tone, volume and pace when presenting</p> <p>MATHEMATICS <u>Number & Algebra:</u> For the children to: - recognise and represent multiplication as arrays, repeated addition and equal groups</p>	<p>Aeroplanes AFL Animal habitats Art Basketball Books Book Creator Box construction Building with blocks Camping Craft Cricket Dinosaurs Drawing Engineering Football Holidaying iPads Lego Making Posters Painting Playdough Roleplaying Science Soccer Sport Water Colour Whiteboard Writing</p>	<p>27th July – St Benedict's Feast Day & 70th Anniversary Celebration</p> <p>27th July – Talent Show</p> <p>29th July – Merit Assembly</p> <p>5th August – Year 1B Assembly</p> <p>5th August – School Disco</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play <u>Bushrangers / Camping</u> – Australian animals, camp fire, BBQ, table, chairs, costumes, camping equipment, pillows, books</p> <p>Sensory <u>Kinetic Sand</u> – yellow, cookie cutters, rolling pin, shape cut outs <u>Perfume Station</u> - jars, mortar & pestle, assorted herbs and spices, pop sticks, recipe sheets <u>Iron on Beads</u> – beads, shape base <u>Light Table</u> – blocks, light table, shapes</p> <p>Construction / Craft <u>Box construction</u> – boxes, sticky tape, glue <u>Small Connecting Wooden Blocks</u> - different sized blocks <u>Marble Run</u> – connecting plastic pieces, marbles <u>Origami</u> – paper, books, step-by-step instructions</p> <p>Collage/Creating Paper, art trolley, patty pans, matchsticks, crete paper streamers, sequin stars, tissue paper, wrapping paper, paper, pencils, crayons, straws, popsticks, pom poms, textas, bottle caps, wrapping paper. <u>Wanted Poster</u> – templates, textas, pencils, tea bags <u>Water Colours</u> – paper, paint brushes, water colour paints, Monet art work</p> <p>Reading Various books including fairy tales,, stories about the local community, Australian culture, novel series</p> <p>Writing Book templates, 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, and sticky tape. <u>Persuasive Writing Table</u> – prompts, lined paper, blank paper, pencils</p> <p>Maths Class maths games, mini whiteboard, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, tessellating shape, unixif cubes, Rubix Race</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Running Records • Dianna Rigg • Phonics Assessment • Checklists • Rubrics • Anecdotal Notes

	<p>- recognise and represent division as grouping into equal sets - solve simple division and multiplication problems using the strategies above</p> <p>HASS <u>Geography</u> For the children to: - identify the continents of the world - brainstorm what they already know about Australia - locate Europe on a map of the world - identify countries in Europe and the distance from Australia</p> <p>HEALTH – <u>Being healthy, safe and active</u> Strategies and behaviours that promote health and wellbeing</p> <ul style="list-style-type: none"> • strategies to use when help is needed (ACPPS017) <p>SCIENCE: Chemical Science -Different materials can be combined for a particular purpose. -Science involves asking questions about, and describing changes in, objects and events.</p> <p>MUSIC -</p> <p>PHYSICAL EDUCATION-whole term Locomotor skills-jump for height (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) Ways to maintain a balanced position while performing various skills (ACPMP029) Positive choices when participating in group activities, such as-dealing with winning and losing, encouraging team-mates (ACPMP030) Importance of rules and fair play in partner, group activities and minor games (ACPMP032)</p> <p>TECHNOLOGY Design Knowledge and Understanding</p>				
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	<p>- People design and produce familiar products that can be designed and produced from plants and animals and categorise them into food, clothing or shelter.</p> <p>JAPANESE</p> <p>Students will communicate by learning the vocabulary for adjectives 大きい 小さい かわいい and using their prior knowledge of vocabulary for animals ねこ こねこ いぬ うさぎ くま キリン ねずみ, colours あか、あお、きいろ、くろ、しろ、ちやいろ、みどり, body parts.</p> <p>Students will be able to understand and communicate adjectives for describing animals.</p> <p>Students will be able to understand and communicate learnt vocabulary-adjectives;</p> <p>Type of assessment Summative-they demonstrate their skills in comprehending spoken text by identifying which animal is being described and selecting the appropriate images to describe it.</p>				
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Statement of Intent: Year 2

Term 3 2022 ~ Weeks 4 - 6

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>Emotional (Identity) Children learn to interact in relation to others with care, empathy and respect.</p> <p>Social (Community) Children become socially responsible and show respect for the environment.</p> <p>Physical (Wellbeing) Children take increasing responsibility for own health and physical wellbeing.</p> <p>Cognitive (Learning) Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.</p> <p>Language (Communication) Children engage with a range of texts and gain meaning from these texts.</p>	<p>RELIGION – Confirmation - Love is to want what is good for the other person - Sometimes love means not giving people what they want - Different ways people show love to others</p> <p>Baptism - People belong to different communities and groups</p> <p>ENGLISH <u>Writing:</u> For the children to: - give their point of view in relation to a situation or topic - identify the language features of a persuasive text - investigate reasons for and against a topic - identify the structure of a persuasive text - use the OREO technique when writing a persuasive text</p> <p><u>Reading</u> For the children to: - sequence the main ideas of a story - 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 - compare and contrast two texts - correctly answer literal and inferential comprehension questions</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 appropriate eye contact, body language and hand gestures when presenting - use an appropriate tone, volume and pace when presenting</p>	<p>AFL Animal habitats Art Bands Basketball Books Book Creator Box Construction Building with Blocks Camping Craft Drawing Engineering Football Holidaying iPads Kinetic Sand Lego Making Posters Music Origami Painting Persuasive Writing Playdough Roleplaying Science Soccer Sport Water Colour Whiteboards</p>	<p>9th August – Mary McKillop Feast Day</p> <p>13th August – Family Mass</p> <p>15th August – Feast of the Assumption + Start of Wellbeing Week</p> <p>19th August – Catholic Day (Pupil Free Day)</p> <p>22nd August – Pupil Free Day</p> <p>22nd-25th August – Book Fair</p> <p>26th August – Book Week Parade</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play <i>Bushrangers / Camping</i> – Australian animals, campfire, BBQ, table, chairs, costumes, camping equipment, pillows, books</p> <p>Sensory <i>Kinetic Sand</i> – yellow, cookie cutters, rolling pin, shape cut outs <i>Perfume Station</i> - jars, mortar and pestle, assorted herbs and spices, spoons, recipe sheets, plastic measuring cups <i>Iron on Beads</i> – beads, shape base <i>Light Table</i> – coloured see-through blocks</p> <p>Construction / Craft <i>Box construction</i> – boxes, sticky tape, glue <i>Small Connecting Wooden Blocks</i> - different sized blocks <i>Connecting Straws</i> – connecting coloured plastic straws, coloured connecting eyes/nose/mouth <i>Marble Run</i> – connecting plastic pieces, marbles <i>Origami</i> – paper, books, step-by-step instructions</p> <p>Collage/Creating <i>Wanted Poster</i> – templates, textas, pencils, tea bags <i>Water Colours</i> – paper, paint brushes, water colour paints, Monet artwork Paper, art trolley, patty pans, matchsticks, crepe paper streamers, sequin stars, tissue paper, wrapping paper, paper, pencils, crayons, straws, popsticks, pom poms, textas, bottle caps, wrapping paper.</p> <p>Reading Various books including fairy tales, stories about the local community, Australian culture, novel series</p> <p>Writing Book templates, 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, and sticky tape. <i>Persuasive Writing Table</i> – prompts, lined paper, blank paper, pencils</p> <p>Maths</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Running Records • Brightpaths • Dianna Rigg • Checklists • Rubrics • Anecdotal Notes

	<p>MATHEMATICS <u>Number and Algebra:</u> For the children to:</p> <ul style="list-style-type: none"> - recognise and represent multiplication as arrays, repeated addition and equal groups - recognise and represent division as grouping into equal sets - solve simple division and multiplication problems using the strategies above <p><u>Measurement and Geometry:</u> For the children to:</p> <ul style="list-style-type: none"> - tell the time to quarter past and quarter to <p>HASS <u>Geography</u> For the children to:</p> <ul style="list-style-type: none"> - identify the continents of the world - locate Africa & Asia on a map of the world - identify countries in Africa and the and distance from Australia - identify countries in Asia and the and distance from Australia <p>HEALTH Being healthy, safe and active Strategies and behaviours that promote health and wellbeing</p> <ul style="list-style-type: none"> • personal hygiene practices • healthy eating • sufficient sleep • staying hydrated • regular physical activity (ACPPS018) <p>TECHNOLOGY <u>Design Knowledge and Understanding</u> For the children to:</p> <ul style="list-style-type: none"> - explore the range of garden tools and their purpose - sort food into the five food groups - explore the tools and equipment for preparing food <p>Music Respond to music and consider where and why people make music (ACAMUR083)</p>			<p>Class maths games, mini whiteboard, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, tessellating shape, unifix cubes, Rubix Race</p>	
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	<p>Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes. (ACAMUM081)</p> <ul style="list-style-type: none">• practising and performing music, reading from notation (invented and learnt symbols)• practising techniques for playing classroom instruments (Ukulele)				
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