



Statement of Intent: Year 2
Term 1 2024 - 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>Emotional (Identity) Children learn to interact in relation to others with care, empathy and respect.</p> <p>Social (Community) Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>Physical (Wellbeing) Children become strong in their social and emotional wellbeing.</p> <p>Cognitive (Learning) Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment,</p>	<p>RELIGION – Church - families are made up of different people - Jesus was born into a family - God's family gathers 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</p>	Aeroplanes Basketball Beach Blocks Box construction Cars Countries Craft Dancing Designing Drawing Football Holidays iPad Lego Making things Mixing colours together Pool Reading picture books Role play Soccer Swimming	7 th February – Parent Information Sessions	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Chinese restaurant (Chinese New Year theme) – tables, chairs, play food, menu, utensils, cash register, role cards</p> <p>Sensory Light table – counters and colour paddles. Doll's house – figurines, couches, table, chairs.</p> <p>Construction Large wooden blocks Lego Box construction – boxes, sticky tape, glue, scissors.</p> <p>Collage/Creating/Art Craft table – coloured squares, materials of different textures, string, pop sticks, stickers, coloured ribbon Drawing station – thick and thin outliners, a large range of skin-coloured pencils, blank paper, instructions about how to draw a</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Dianna Rigg Phonics Assessment • PAT Testing • Running Records • Checklists • Anecdotal Notes

<p>enthusiasm, persistence, imagination and reflexivity.</p> <p>Language (Communication) Children interact verbally and non-verbally with others for a range of purposes.</p>	<ul style="list-style-type: none"> - 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><u>Speaking and Listening</u> For the children to:</p> <ul style="list-style-type: none"> - use descriptive language when describing things to peers and teachers - use full sentences when asking and answering questions verbally - use full sentences <p>MATHEMATICS <u>Number:</u> For the children to:</p> <ul style="list-style-type: none"> - investigate number patterns of three-digit numbers - partition three-digit numbers - identify the place value of a digit in a three-digit number (ones, tens, hundreds) <p>HASS <u>History; Past & Present</u> 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>LIBRARY/HASS SKILLS</p>			<p>self-portrait, examples of self-portraits, a large mirror, books about being unique Indigenous art symbols displayed.</p> <p>Reading Various books including festivals – Chinese New Year, Australia Day, changing technology. Various examples of recounts.</p> <p>Writing Writing station– 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, ten frames, dominoes, playing cards, tessellating shape, unifix cubes, clocks, counters.</p>	
--	---	--	--	--	--

	<p>Questioning and Researching Pose questions about the familiar and unfamiliar (WAHASS14) Sort and record selected information and/or data (eg. Use keywords) (WAHASS16)</p> <p>VISUAL ARTS - exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture, and how these are used in the environment - experimentation with techniques and art processes such as painting, printmaking and mixed media</p> <p>HEALTH - exploring how people feel when they are included and excluded from groups and activities - recognising own emotions and demonstrating positive ways to react in different situations</p> <p>STEM TECHNOLOGY <u>Digital Technologies</u> -Share and publish information in a safe online environment, with known people.</p>				
--	---	--	--	--	--

	<p>-Digital systems (hardware and software) are used for an identified purpose.</p> <p>PHYSICAL EDUCATION: Movement and Physical activity <u>Moving our body</u> -Locomotor skills: Jump (one foot) and ball bounce -Object control skills: underarm throw and ball bounce -Fundamental movement skills involving the control of objects in simple games: catch and ball bounce</p> <p><u>Learning through movement</u> -Strategies that will assist in involving everyone in games -Cooperation skills in partner and group work during physical activity practices -Simple rules and fair play in partner, group activities, and minor games</p>				
--	--	--	--	--	--