



Statement of Intent: Year 2

Term 2 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>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 – Prayer - People spend time together with families and friends - Jesus taught his followers to pray</p> <p>ENGLISH <u>Writing</u> For the children to: - understand the structure of a narrative (story) - use paragraphs when writing recounts and narratives - describe characters and settings using adjectives and adverbs - follow a 'bare bones' structure to create an original story I can use a box text planner to plan my own 'rags to riches' story. - using capital letters for proper nouns and sentence starters - using full stops to end a sentence - use speech marks when writing dialogue - 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 - make connections between texts - summarise a story focusing on story structure - 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 Number</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>24th April – ANZAC Day Service</p> <p>8th and 9th May – Mother's Day Stall</p> <p>10th May – Year Two Mother's Day Liturgy Mother's Day Breakfast</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers.</p> <p>Dramatic Play Animal Safari Centre, research books, vocabulary cards, tent, grass, plants, toy animals, vet -doctor's kit</p> <p>Sensory Light table – tessellating shapes, tangram instruction cards. Kinetic sand – trays, tools, wooden logs, Aboriginal art symbol cards. Play dough – shape cutters, rolling pin, mats Ocean scene – rocks, sea animals, water, notepads</p> <p>Construction Wooden blocks – large and small. Box construction – boxes, sticky tape, glue, scissors. Mini Lego, Lego</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. Making games – paper, cardboard, textas, game examples. 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 Narrative book templates, word cards, letter templates, shopping list templates, whiteboards, whiteboard markers, various writing implements, pens, pencils, highlighters, markers and blank paper.</p> <p>Maths Class maths games, mini whiteboard, whiteboard markers, place value charts, maths questions, calendars, counters, MAB blocks, calculators, dice, dominoes, playing cards, tessellating shape, unifix cubes.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • PM Benchmark Reading Assessment • Pre and post tests for Maths • Spelling Assessment • Checklists • Anecdotal Notes

	<p>For the children to:</p> <ul style="list-style-type: none"> - solve simple addition and subtraction problems using a range of mental and written strategies - identify how addition and subtraction are related <p><u>Measurement and Geometry</u></p> <p>For children to:</p> <ul style="list-style-type: none"> - list the seasons and months of the year - identify dates on a calendar <p>HASS</p> <p><u>History: Changing Technologies</u></p> <p><u>Toys, Phones and Music</u></p> <p>For the children to:</p> <ul style="list-style-type: none"> - explain changes in technology - identify changes on a timeline of toys, phones and music <p>HASS SKILLS / LIBRARY</p> <p>Questioning and researching</p> <ul style="list-style-type: none"> - Locate information from a variety of provided sources e.g. books, people, images, internet (WAHASS15) <p>Analysing</p> <ul style="list-style-type: none"> - Identify relevant information (WAHASS17) - Represent collected information and/or data into different formats e.g. tables, maps, plans (WAHASS20) <p>VISUAL ARTS</p> <ul style="list-style-type: none"> - 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>HEALTH</p> <ul style="list-style-type: none"> - recognise the actions associated with feeling safe - identify ways to include others - identify different emotions related to how they are feeling - explain the definition of an emergency and explain how they may act in an emergency <p>PHYSICAL EDUCATION</p> <p>Moving our body</p> <ul style="list-style-type: none"> -Object control skills: overarm throw and punt (ACPMPO25) -Fundamental movement skills involving the control of 				
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	<p>objects in simple games: overarm throw and kick (ACPMP027)</p> <p>Learning through movement</p> <ul style="list-style-type: none"> -Positive choices when participating in group activities such as dealing with winning and losing and encouraging teammates (ACPMP030) -Importance of rules and fair play in partner, group activities and minor games (ACPMP02) <p>STEM – Technology & Design</p> <ul style="list-style-type: none"> -Forces create movement in objects. <p>STEM – Science</p> <ul style="list-style-type: none"> -Push and pull forces affect how an object moves and changes shape. <p>JAPANESE</p> <ul style="list-style-type: none"> -Extend greeting vocabulary -Begin to respond to simple classroom instructions without visual clues -Introduction of vocabulary for body parts -Increase familiarity of hiragana sounds and begin to recognise hiragana characters -Participate in the shared performance of songs or rhymes -Cultural focus on Japan's Children's Day 				
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