



Statement of Intent: Year 2

Term 3 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 develop knowledgeable and confident self-identities.</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 resource their own learning through connecting with people, place, technologies and natural and processed materials.</p> <p>Language (Communication) Children express ideas and make meaning using a range of media.</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: - 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 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>MATHEMATICS <u>Number & Algebra:</u> For the children to: - recognise and represent multiplication as arrays, repeated addition and equal groups - recognise and represent division as grouping into equal sets</p>	<p>AFL Basketball Boats Books Book Creator Box construction Building Craft Drawing Dressing up Fairy houses iPads Jewellery Kinetic sand Making stories Mandalas Marble run Painting PicCollage Playdough Roleplaying Shapes Soccer Sport Time Whiteboards</p>	<p>19th July – St Benedict's Feast Day</p> <p>31st July- Year 2 Class Liturgy – 2.30 pm Library</p> <p>20th August – Book Parade</p> <p>9th to 20th September - Swimming</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play <u>Puppet Theatre</u>- puppets, theatre <u>Doll house</u> <u>Cafe</u> – dress-ups, costumes, food items, utensils <u>Travel agency</u> – desk, travel magazines, world map, suitcase</p> <p>Sensory/Science <u>Kinetic Sand</u> – sand, cookie cutters, rolling pin, wooden tools <u>Light Table</u> – tessellating shape blocks, tessellating shape cards, A3 shape/mandala templates <u>Moon Dough</u> – cornflour, conditioner, colouring, bowls, mixing utensils, recipes</p> <p>Construction / Craft <u>Box Construction</u> – boxes, sticky tape, glue, scissors <u>Small Connecting Wooden Blocks</u> - different sized blocks <u>Marble Run</u> – connecting plastic pieces, marbles <u>Origami</u> – large and small paper, books, step-by-step instructions <u>Loom Bands</u> – loom band sets, step-by-step instructions, accessories and tools <u>Game Centre</u> – paper, pencils, cardboard, textas, game examples <u>Craft Table</u> – makedo tools (safe saw, screw driver, roller), cardboard, paper <u>Mini Lego</u>- Lego pieces, Lego table <u>Wooden Train Set</u> – trains, tracks, train mat</p> <p>Collage/Creating <u>Creative Area</u> – sketch pads, colourful graphic markers, fine and thick dot markers, mirror <u>Craft Station</u> – various craft materials</p> <p>Reading Various books including books on countries, geography, community helpers</p> <p>Writing <u>Persuasive Writing Table</u> – iPads (PicCollage), prompts, lined paper, blank paper, pencils, envelopes</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Running Records • PLD Phonics • Checklists • Rubrics • Anecdotal Notes

	<p>- solve simple 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><u>LIBRARY/HASS Skills</u> Weeks 1-10 <u>Questioning and researching</u> Locate information from a variety of provided sources eg. books, people, images, internet (WAHASS15) <u>Analysing</u> Represent collected information and/or data into different formats eg. tables, maps, plans (WAHASS20) <u>Evaluating</u> Draw conclusions based on information and/or data displayed in pictures, texts and maps (WAHASS21)</p> <p>HEALTH – - explain what an emergency is - identify what number to call if they have an emergency - state how and when to call 000</p> <p>STEM TECHNOLOGY <u>DIGITAL TECHNOLOGIES</u> - Data can have patterns and can be represented and used to make simple conclusions - Present data using a variety of digital tools - Use data to solve similar tasks/problems</p> <p>STEM SCIENCE Chemistry - Different materials can be combined for a particular purpose. - Science involves observing, asking questions, and describing changes in, objects and things. - Participate in guided investigation and answer questions.</p> <p>SPORT <u>Moving our body</u></p>			<p>Word cards, whiteboards, whiteboard markers, various writing implements, pens, pencils, highlighters, markers, coloured paper, blank paper.</p> <p>Maths Class maths games, clocks, timers, whiteboard and whiteboard markers, place value charts, rods, cubes, implements for measuring, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, tessellating shape, unifix cubes, 2D shapes.</p> <p>HASS World maps, Australian maps, books about countries of the world, tribal drums, old games from various cultures</p>	
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	<ul style="list-style-type: none"> • Object control skills (ACPM025) • Fundamental movement skills involving the control of objects in simple games AND simple games that use a combination of movement skills (ACPM027) <p><u>Learning through movement</u></p> <ul style="list-style-type: none"> • Positive choices when participating in group activities (ACPM030) • Importance of using rules and fair play in group activities and minor games (ACPM032) <p>JAPANESE <u>Communicating</u> -Students will respond to teacher talk and instruction in Japanese (Please sit down / stand up / look / listen / read)</p> <p><u>Understanding</u> Notice and use context related vocabulary and understand some first elements of grammar: understanding the possessive particle and describing things using adjective-noun phrases</p>				
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