



Statement of Intent: Year 2

Term 4 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.</p> <p>Physical (Wellbeing) Children take increasing responsibility for own health & 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 use information and communication technologies to access information, investigate ideas and represent their thinking.</p>	<p>RELIGION – <u>Reconciliation</u> - people follow rules to live and work together in harmony - sometimes there are consequences to not following rules - God guides people through the Commandments</p> <p>ENGLISH 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 a box text planner to plan and write a persuasive text - 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 and identify elements in the 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 - correctly answer literal and inferential comprehension questions - research and find key facts/information - identify the main idea of a text</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</p>	<p>Australian animals Art Basketball Books Book Creator Box Construction Building with Blocks Continents Craft Creating Games Drawing Flags of the World Graphing Holidaying iPads Jewellery Making Kinetic Sand Lego Movies Music Mythology Painting Roleplaying Scary Narratives Science Sensory Items Sport Surveys Tessellating Shapes Water Colours Whiteboards</p>	<p>7th October - Students Begin Term Four</p> <p>11th October - Constable Care incursion</p> <p>16th October - WASO (Music) incursion</p> <p>18th November - WA Museum Boola Bardip Excursion</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play <u>Fairy House</u> – fairy house, wooden figures, wooden furniture, wooden accessories, fake grass, stones <u>Aussie Bush</u>- pots, pans, fishing items, pictures of the outback, word cards, information books, dress up costumes <u>Recycling centre</u> – recycling items, recycling boxes, containers, information posters, books</p> <p>Sensory <u>Kinetic Sand</u> – sand, cookie cutters, rolling pin, wooden tools <u>Light Table</u> – colourful transparent counters, fractions posters (halves, quarters, eighths) <u>Perfume Station</u> - jars, mortar and pestle, assorted herbs and spices, spoons, recipe sheets, plastic measuring cups <u>Nature play</u> – rocks, stones, fabric, animals, twigs, bark</p> <p>Construction / Craft <u>Box Construction</u> – boxes, sticky tape, glue, scissors, makedo tools (safe saw, screw driver, roller), cardboard, unique shaped scissors <u>Small Connecting Wooden Blocks</u> - different sized blocks <u>Marble Run</u> – connecting plastic pieces, marbles <u>Weaving</u> – fabric, weaving wall</p> <p>Collage/Creating <u>Water Colours</u> – paper, watercolour artist pads, paint brushes, water colour paints, watercolour pens and markers, Monet artwork displayed</p> <p>Reading Various books including non-fiction animal books, stories about the local community, Australian culture, novel series</p> <p>Writing <u>Narrative Writing Station</u> – suspenseful setting and character prompts, narrative booklets, lead pencils <u>Story in a box/board</u>- box cut outs, board, stencils</p> <p>Maths Class maths games, mini whiteboard, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice,</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Running Records • Dianna Rigg Phonics • Checklists • Rubrics • Anecdotal Notes • PAT Testing

	<p>hand gestures when presenting - use an appropriate tone, volume and pace when presenting</p> <p>MATHEMATICS <u>Number and Algebra:</u> For the children to: - identify, recognise and describe halves, quarters and eighths</p> <p><u>Statistics and Probability:</u> For the children to: - gather data relevant to an identified question - collect, check and classify data - create displays of data using lists, table and picture graphs and interpret them</p> <p>HASS <u>Geography</u> For the children to: - identify places they feel connected to - identify how we can communicate with people who live in other countries</p> <p>STEM – Technology <u>DESIGN TECHNOLOGIES</u> -Food and fibre choices for healthy living.</p> <p>-Characteristics and properties of materials and individual components that are used to produce design solutions.</p> <p><u>LIBRARY/HASS</u> Skills (Weeks 1-9) Analysing -process information and/or data collected e.g. sequence information or events, categorise information, combine information from different sources (WAHASS18) -represent collected information and/or data into different formats e.g. tables, maps, plans (WAHASS20) Communicating and Reflecting -present findings in a range of communication forms e.g. written, oral, digital, role-play, graphic (WAHASS23)</p> <p>HEALTH –</p>			<p>dominoes, playing cards, tessellating shape, unifix cubes, Bingo, Rubix Race, jenga</p>	
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	<p>- identify strategies that promote health and wellbeing - explain how health messages promote healthy eating, water intake and hygiene practices</p> <p>PHYSICAL EDUCATION -Body management skills: forward roll -Object control skills: two handed strike -Positive responses to physical activity, such as a feeling of wellbeing, and ways in which the body reacts during physical activity.</p> <p>MUSIC Development and consolidation of aural and theory skills by exploring the elements of music, including;</p> <ul style="list-style-type: none"> - Pitch (repetition) - Form (introduction to chorus, verse and ostinato. - Timbre - Texture <p>to create music.</p> <p>Development of performance and audience skills.</p> <p>STEM SCIENCE Earth's resources are used in a variety of ways. People use science in their daily lives when caring for the environment. Participate in guided investigations to explore and answer questions. Compare observations with those of others.</p> <p>JAPANESE (Weeks 1-9) <u>Communicating</u> Recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support such as clapping and gestures <u>Understanding</u> Recognise and copy a few high-frequency <i>kanji</i> such as pictographs (where the picture reflects the meaning) such as 日、月、火、水、木、土</p>				
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Statement of Intent: Year 2

Term 4 2024 ~ 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 develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>Social (Community) Children become aware of fairness.</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, enthusiasm, persistence, imagination and reflexivity.</p> <p>Language (Communication) Children express ideas and make meaning using a range of media.</p>	<p>RELIGION <u>Advent/Christmas</u> - Families share stories about people, places and events related to the members of their family - Advent is a time when people prepare and get ready to celebrate the birth of Jesus - Advent is a time to recall the stories of the birth of Jesus - Christmas reminds people Jesus is with them</p> <p>ENGLISH For the children to: - understand the structure of writing paragraphs - use paragraphs when writing narratives - describe characters and settings using adjectives and adverbs - use the 'power of 3' to enhance descriptions - use a box text planner to plan and write a suspenseful 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 - 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 - research and find key facts/information - identify the main idea of a text - identify cause and effect</p> <p><u>Speaking and Listening</u> For the children to: - use descriptive language when describing things to peers and teachers</p>	<p>Australian animals Art Basketball Books Book Creator Box Construction Building with Blocks Continents Craft Creating Games Drawing Flags of the World Graphing Holidaying iPads Jewellery Making Kinetic Sand Lego Movies Music Mythology Painting Roleplaying Scary Narratives Science Sensory Items Sport Surveys Tessellating Shapes Water Colours Whiteboards</p>	<p>4th November – Kanya Wildlife Rehabilitation Centre Excursion</p> <p>18th November – WA Musuem Boola Bardip Excursion</p>	<p>Religious Education Biblical story books, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play <u>Fairy House</u> – fairy house, wooden figures, wooden furniture, wooden accessories, fake grass, stones <u>Aussie Bush</u>- pots, pans, fishing items, pictures of the outback, word cards, information books, dress up costumes <u>Recycling centre</u> – recycling items, recycling boxes, containers, information posters, books</p> <p>Sensory <u>Kinetic Sand</u> – sand, cookie cutters, rolling pin, wooden tools <u>Light Table</u> – colourful transparent counters, fractions posters (halves, quarters, eighths) <u>Perfume Station</u> - jars, mortar and pestle, assorted herbs and spices, spoons, recipe sheets, plastic measuring cups <u>Nature play</u> – rocks, stones, fabric, animals, twigs, bark</p> <p>Construction / Craft <u>Box Construction</u> – boxes, sticky tape, glue, scissors, makedo tools (safe saw, screw driver, roller), cardboard, unique shaped scissors <u>Small Connecting Wooden Blocks</u> - different sized blocks <u>Marble Run</u> – connecting plastic pieces, marbles <u>Weaving</u> – fabric, weaving wall</p> <p>Collage/Creating <u>Water Colours</u> – paper, watercolour artist pads, paint brushes, water colour paints, watercolour pens and markers, Monet artwork displayed</p> <p>Reading Various books including non-fiction animal books, stories about the local community, Australian culture, novel series</p> <p>Writing <u>Narrative Writing Station</u> – suspenseful setting and character prompts, narrative booklets, lead pencils <u>Story in a box/board</u>- box cut outs, board, stencils</p> <p>Maths Class maths games, mini whiteboard, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice,</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Running Records • Dianna Rigg Phonics • Dianna Rigg Spelling • Checklists • Rubrics • Anecdotal Notes

	<ul style="list-style-type: none"> - 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>MATHEMATICS</p> <p><u>Number and Algebra:</u> For the children to:</p> <ul style="list-style-type: none"> - count collections of Australian coins and notes to make up a value <p><u>Measurement and Geometry:</u> For the children to:</p> <ul style="list-style-type: none"> - use directional terms and coordinates to locate key features on a map <p>HASS</p> <p><u>Geography</u> For the children to:</p> <ul style="list-style-type: none"> - identify places they feel connected to - identify how we can communicate with people who live in other countries - identify two places in Australia with Aboriginal names and write about them <p>HEALTH –</p> <ul style="list-style-type: none"> - identify strategies that promote health and wellbeing - explain how health messages promote wellbeing and adequate sleep 			<p>dominoes, playing cards, tessellating shape, unifix cubes, Bingo, Rubix Race, jenga</p>	
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