

## Level 2 Statement of Intent - Weeks 1 - 3, Term 1 2018

**Donations:** Our fabulous tinkering tables are in need of a few items and we thought we would ask if you had some old electronics lying about your house that you no longer use and would be happy to donate. So if you have any old cameras, keyboards, calculators, phones or computers, please donate it to your child's classroom teacher. Thank you in advance. :)

Dates	Developmental	Reading	Writing	Maths	Related Learning Areas
<p><b>Week 1</b></p> <p><b>29/1</b> Life Education Van Growing Good Friends Program</p> <p><b>3/2 -</b> Community Market</p>	<p><b>Developmental Focus:</b> <b>VEYLDF: Identity</b></p> <p>Children learn to interact in relation to others with care, empathy and respect</p>	<p><b>Independent Reading Routines</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- What makes a book <i>Just Right</i> for me</li> <li>- Using the five finger rule to choose a Just right Book</li> <li>- What makes a good reader</li> <li>- Identifying our favourite books and talking about why they are our favourites</li> <li>- Sorting books in to categories</li> <li>- Reading independently</li> <li>- Following class expectations to ensure everyone has a positive reading experience.</li> </ul>	<p><b>Writer's Workshop Cycle</b></p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Exploring the class Writer's Notebook</li> <li>- Setting up classroom routines for Writer's Workshop sessions</li> <li>- Making the connection of writing as thinking</li> <li>- Brainstorming seeds for inspiration</li> <li>- Creating seeds as a class</li> <li>- Discussing what an 'author' is</li> <li>- Using a variety of strategies to help with editing their own writing</li> <li>- Comparing a variety of text types and their different purposes.</li> </ul>	<p><b>Time</b></p> <p>When learning about the concept of Time, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Using and responding to language that compares and describes time</li> <li>- Ordering daily events on a daily timeline</li> <li>- Making and reading simple schedules/timetables</li> <li>- Naming, describing and ordering the days of the week, months of the year and the 4 seasons</li> <li>- Knowing simple time facts e.g.. 60 seconds in a minute, 7 days in a week etc.</li> </ul>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p><b>Construction:</b> unifix, blocks, plastic clocks, stop watches, calendars, sight word Jenga blocks, Kapla, figurines of people and animals.</p> <p><b>Making Table:</b> Shopping catalogues, collage materials, paddle pop sticks, split pins, clock stamps, tree templates, leaves, flowers, coloured paper and cotton wool.</p> <p><b>Reading Corner:</b> bookmarks, toy with reading diary, sound pipes, phonics games, magnetic letter and reading strategy cards.</p> <p><b>Maths Resources:</b> blank calendars, months, days and seasons flash cards, story books, timetables, abacus and unifix.</p> <p><b>Writing:</b> a variety of papers and pencils, magnetic letters, envelopes, postcards, stamps, sparkly pens, dictionaries, character cards, narrative prompts and handwriting charts.</p> <p><b>Tinker Table:</b> clocks, nuts and bolts, variety of tools, gloves, safety goggles, locks and keys, ear muffs, magnifying glasses and measuring tapes.</p>
<p><b>Week 2</b></p> <p><b>5/2</b></p> <p><b>You Can Do It -</b> Getting Along: Smile</p> <p><b>Manners Matter:</b> Hello</p> <p><b>Enviro/Science:</b> Reducing Waste: Nude Food - why is it important and how does it affect our environment?</p>		<p><b>Immersion in to the text type of: Recounts</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Recognising and explaining the purpose of a recount text</li> <li>- Identify the 5 Ws in a recount (who, what, when, where and why)</li> <li>- Identify the use of time connectives to sequence a recount such as first of all, afterwards and finally</li> <li>- Verbalise the main event in a recount</li> <li>- Explain why we read recounts for example, to be informed by a retell i.e. a book or movie, to reflect on past memories and experiences, to go back to a space in time.</li> </ul>	<p><b>Big Write:</b> Recount - A memorable moment.</p> <p><b>Breakdown Buddies:</b> : We will be revisiting the green highlighter for punctuation and the terms <i>what worked well</i> (WWW) and <i>even better if</i> (EBI) and what they mean. The class will analyse a piece of writing and identify elements that worked well and elements that could be even better. The whole class will discuss which EBI would make a good goal for the author.</p> <p><b>Handwriting:</b> The students will be working through hands on games and songs to assist with fine motor control and posture.</p>	<p><b>Place Value</b></p> <p>When learning about place value the students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> <li>• A number is a representation that can be substituted for: <ul style="list-style-type: none"> <li>o Materials that show a quantity</li> <li>o A word that describes the quantity</li> <li>o A numerical symbol that records the number succinctly</li> </ul> </li> <li>• Our numbers are a part of a number system</li> <li>• The system has 10 digits, 0 through 9, which are the basis for all numbers</li> <li>• Ten is significant in our number system. It signifies the movement from one set of numbers to the next</li> <li>• Each digit in a number has a value</li> <li>• The position of a digit represents its value</li> <li>• The symbol for zero exists and it holds a place in a number, telling us that there isn't any of that value.</li> </ul>	
<p><b>Week 3</b></p> <p><b>12/2</b></p>				<p><b>Vocabulary that students will be using:</b>  Number, place value, quantity, amount, digits, ones, tens, hundreds, thousands, read, record, order, model, smallest, largest, MAB, bundling, and renaming.</p>	