Year Level: 1	Term 2, Week 5 and 6			
Developmental domain objectives	**Learning objectives**	**Children's current interests**	**Staff/School/ Community interests**	**Learning experiences**
Emotional For the children to treat others the way you would like to be treated **Social** For the children to take turns using objects and new things in our environment (like the new water pump) **Cognitive** For the students to think about the repercussions of their actions **Language** For the children to use the correct tense when talking (brought instead of brang) **Physical** For the children to be careful around corners and think about whether it's safe to walk or run	Mathematics For the children to: - join two numbers together using different strategies (doubles, near doubles, partition, rearrange) - Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts - use information units to measure length - use language such as clockwise, anticlockwise, forward, under, over etc. when giving directions - give and follow directions to familiar locations English For the children to: - identify what is happening and who is involved in a sentence within a narrative - understand what they read and connect stories to their own experiences - explore different ways of expression emotions, including verbal, visual, body language and facial expression - read common high frequency words - reread their writing and check for errors independently - publish a good copy of a narrative - write correctly on dotted thirds - be introduced to procedural texts - revise common consonant digraphs and Gentle Cindy - continuation of sound pack Environmental For the children: - take responsibility for yard - treat our new areas (the sandpit) with respect - to reuse collage materials from their constructions **Specialists** **Japanese**: To practice the tanuki song and how to say kobuta, tanuki, kitsune, neko and what it means in Japanese **Visual Arts**: For the students to experiment with the ZART foam printing process Experiment with chine-colle printing **Performing Arts**: Students are learning to explore, improvise and structure movement ideas for a dance. To use simple technical and expressive skills when presenting dance that communicated ideas about themselves **Physical Education**: Introduce-running -jumping -throwing **History** For the children: - To learn the differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications	- bakery - basketball - Beanie Boos - books - café - craft - flowers - gemstones - Hatchables - Lego - marble runs - Minecraft - Mother's Day - movies - nippers - Peter Rabbit - play dough - plays - post office - read - school - singing - soccer - star wars - tennis - tennis - veterinary clinic	-Friday 11th May Mother's Day Stall -21st May Grandparents Morning/Assembly -Education Week 21st May-25th	**Writing table** - envelopes, pens, pencils, cards, invitations, picture story books, magnetic letters, lists **Sensory** - play dough, beading, natural collage, meditation music, kinetic sand **Tinkering** - Hammers and nails, hard hats, measuring tapes, rulers, design briefs, cameras, screw drivers, protective googles **Dramatic play** - Ice-cream parlour, school, dolls' house, picnic and post office **Building/Construction** - Lego, blocks, marble runs **Reading corner** - Books **Maths resource area** - Rulers, counters, dice, bead frames, calculators, measuring tapes, hundreds charts, shapes, dominoes and unifix blocks **Collage** - Coloured paper, feathers, pipe cleaners, boxes, icy pole sticks, pom poms **Nature/Science** - Mini beasts, slime