

Year Level: 2	Term 2, Week 5 and 6			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/Community interests	Learning experiences
<p>Emotional For the students to show empathy</p> <p>Social For the students to be respectful of the learning of other students</p> <p>Cognitive For the students to think about the choices they make</p> <p>Language For the students to be aware of the tone of their voice</p> <p>Physical For the students to tidy their learning space</p>	<p>Mathematics For the students to:</p> <ul style="list-style-type: none"> - represent and solve simple subtraction problems using a range of strategies - create graphs to represent data - recognise the usefulness of tally marks - identify categories of data and use them to sort information <p>English For the students to:</p> <ul style="list-style-type: none"> - Plan and draft a Narrative (details, setting, characters, problem, solution) - Visualise setting in narratives <p>Speaking and Listening – for the children to express their thinking by asking questions and making comments</p> <p>CAFÉ strategy - “I can recognise genre, plot, character, setting, resolution and theme”</p> <p>VOICES strategy – Organisation: Start with a brilliant beginning, build a mighty middle, create an excellent ending.</p> <p>Design and Technologies For the students to: explore how food is selected and prepared for healthy eating</p> <p>Sustainability For the students to: use creative thinking about ways in which energy can be saved or created from renewable sources</p> <p>Specialists Japanese:</p> <ul style="list-style-type: none"> • To learn the possessive (わたしの) and to practise colours (しろ、くろ、ちやいろ、はいいろ、ピンク、オレンジ) to describe pets • indicating 'like' in regards to different animals <p>Art:</p> <ul style="list-style-type: none"> • For the students to be introduced to the process of creating 3D paper hand puppets • For the students to experiment with a variety of tactile materials in the creation of their CLOWN's facile features • For the students to discuss and identify 'what constitutes a theatrical clown's face?' Why are the features exaggerated? <p>Performing Arts:</p> <ul style="list-style-type: none"> • Students are learning to use choreographic devices to select and organize movement ideas to create and practice dance sequences for their Year Two Performance. • Students are learning to further explore the elements of dance (space, time, dynamics and relationships) as they make and observe dances. <p>Physical Education:</p> <ul style="list-style-type: none"> • Participate in games • Develop movement skills 	<ul style="list-style-type: none"> - Design briefs - Robots - Hama Beads - Dramatic play school - Year 2 Performance - Travel agent - Football - Pirates - Jewellery - Sewing - Puppets - Zoo - Hairdressers - Insects - Cars - Café - Beach - Basketball - Dancing - Birds - Painting 	<ul style="list-style-type: none"> - ACMI excursion 2R & 2DP Mon 14th and 2C & 2F Wed 16th - Grandparents morning Mon 21st - Resilience Project Parent information session 21st - Education week 'Celebrating the Arts' 21st – 25th May 	<p>Writing table Note pads, message boards, dotted thirds, blank booklets, letter sets / magnets, writing pencils, stencils, dictionaries</p> <p>Sensory Fine motor games, shaving cream, playdough, water beads</p> <p>Tinkering Locks, keys, chains, tools, hardhats, safety goggles, PC parts, aprons, gloves, screw drivers, old appliances</p> <p>Dramatic play Restaurant, Flower Shop, Vet, Hairdressers,</p> <p>Building/Construction Lego, stix and balls (magnets), block construction, measuring tapes, stopwatches, caution tape, design briefs</p> <p>Reading corner Picture story books, chapter books, books without words, magazines, non-fiction books, maps, atlas, catalogues</p> <p>Maths resource centre Tens frames, counters, rulers, calculators, dice, cards, whiteboards, number tiles, number lines, 100s chart, dominoes</p> <p>Collage Paper, glue, boxes, pipe cleaners, feathers, pom poms, Paints, markers, tissue paper, craft glue</p> <p>Nature/Science Natural found objects – gumnuts, leaves, small sticks/twigs, seashells, potted plants, rocks, branches</p>

