

Year Level: 2	Term 3, Week 3 and 4			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/Community interests	Learning experiences
<p><b>Emotional</b></p> <p>Use self expression for performance and learning</p> <p><b>Social</b></p> <p>Explore and develop new relationships</p> <p><b>Cognitive</b></p> <p>Consider ways to express and describe thinking activity</p> <p><b>Language</b></p> <p>Use different types of questions to gather information and ideas</p> <p><b>Physical</b></p> <p>Participation in movement activity to develop gross motor co-ordination</p>	<p><b>Mathematics</b> For the students to: *recognise and represent division as grouping into equal sets and solve simple problems using these representations</p> <p><b>English</b> For the students to: *identify and reflect on student goals *comprehend a procedural text *use strategies to spell simple words using compound words *use visual memory to write high frequency words and words where spelling is not predictable from the sounds</p> <p><b>Speaking and Listening</b> – I can speak using correct and consistent tense. I can listen to and recite / perform oral texts. <b>CAFÉ strategy</b> - I can use word parts to determine the meaning of words (prefixes,suffixes, origins, abbreviations). <b>VOICES strategy</b> – I can read my writing aloud and ask if it makes sense.</p> <p><b>Science</b> For the students to participate in Earth and Space Classroom rotations to: *observe and discuss changes in the day and seasons *identify and consider Earth's resources</p> <p><b>Sustainability</b> identify actions at school that can conserve the Earth's resources eg. turn off a dripping tap</p> <p><b>Specialists</b> <b>Japanese:</b> For the students to review their week with the Minato -ku visitors and share their favourite part of Japan / Australia Day <b>Art:</b> For the students to be re-introduced to running stitch and use it on cartridge paper <b>Performing Arts:</b> Students are learning to create their characters and roles for their "Being Resilient" performance. Students are continuing to rehearse using effective voice, facial expression and movement and space for a large audience. <b>Physical Education:</b> To practice movement skills in gymnastics</p>	<ul style="list-style-type: none"> <li>- Magnets</li> <li>- Lego</li> <li>- Harry Potter</li> <li>- Arcade Games</li> <li>- Elastics</li> <li>- Obstacle Course</li> <li>- Board games</li> <li>- Animals</li> <li>- Kites</li> <li>- Robots</li> <li>- Dot Painting</li> <li>- Year 2 Performance</li> <li>- Vet</li> <li>- Football</li> <li>- Jewellery</li> <li>- Sewing</li> <li>- Puppets</li> <li>- Zoo</li> <li>- Insects</li> <li>- Cars</li> <li>- Beach</li> <li>- Basketball</li> <li>- Dancing</li> <li>- Birds</li> <li>- Painting</li> </ul>	<ul style="list-style-type: none"> <li>- Year 2 Performance Night 2nd August</li> <li>- Curriculum Day 3rd August</li> </ul>	<p><b>Writing table</b> Note pads, message boards, dotted thirds, blank booklets, letter sets / magnets, writing pencils, stencils, dictionaries</p> <p><b>Sensory</b> Fine motor games, shaving cream, playdough, water beads</p> <p><b>Tinkering</b> Locks, keys, chains, tools, hardhats, safety goggles, PC parts, aprons, gloves, screw drivers, old appliances</p> <p><b>Dramatic play</b> Vet, Games Arcade,</p> <p><b>Building/Construction</b> Lego, stix and balls (magnets), block construction, measuring tapes, stopwatches, caution tape, design briefs</p> <p><b>Reading corner</b> Picture story books, chapter books, books without words, magazines, non-fiction books, maps, atlas, catalogues</p> <p><b>Maths resource centre</b> Tens frames, counters, rulers, calculators, dice, cards, whiteboards, number tiles, number lines, 100s chart, dominoes</p> <p><b>Collage</b> Paper, glue, boxes, pipe cleaners, feathers, pom poms, Paints, markers, tissue paper, craft glue</p> <p><b>Nature/Science</b> Natural found objects – gumnuts, leaves, small sticks/twigs, seashells, potted plants, rocks, branches, magnets</p>