

Year Level: 2	Term 4, Week 1 and 2			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/Community interests	Learning experiences
<p><b>Emotional</b></p> <p>*to identify and practise emotional responses that account for own and others' feelings</p> <p><b>Social</b></p> <p>*to share thoughts and opinions with others, with an acceptance of diversity</p> <p><b>Cognitive</b></p> <p>*to think about and make sense of concepts linking Sustainability with Health</p> <p><b>Language</b></p> <p>*to develop oral language by asking clarifying questions</p> <p><b>Physical</b></p> <p>*to focus on gross motor skills, such as running, skipping and hopping</p>	<p><b>Mathematics</b> For the students to: *further understandings of the Australian decimal currency, 6 coins and 5 notes, based on groups of 10 and 100 *count and order small collections of Australian coins and notes according to their value and identify equivalent values</p> <p><b>English</b> For the students to: *<b>reading</b> - use comprehension strategies to build literal and inferred meaning *<b>writing</b> - create persuasive texts using growing knowledge of text structures and language features *<b>speak/listen</b> - review the effectiveness of speaking and make adjustments to engage the audience</p> <p><b>SPELLING:</b> I can recognise incorrect spelling in my writing and take steps to make spelling improvements <b>CAFE: 1. I can</b> ask questions throughout the reading process to improve my understanding. 2. I can infer ideas and support with evidence.</p> <p><b>VOICES: 1. I can use</b> strong words in persuasive texts. 2. I can identify new learning goals for Term 4</p> <p><b>Health</b> For the students to: *share / explain prior knowledge about Health.</p> <p><b>Sustainability</b> For students to identify how sustainability initiatives can enhance Health.</p> <p><b>Specialists</b> <b>Japanese:</b> *For the students to learn about Japanese food and compare to ours. Learn the names of tempura, okonomiyaki, sushi, tempura, takoyaki, udon *For the students to learn the itadakimasu song and practice using chopsticks and the language associated with eating in Japan <b>Performing Arts:</b> *Students are learning to listen to and experiment with a range of sounds. Students are continuing to develop skills in imagining and creating music which explores their ideas about the world. <b>Physical Education:</b>*Huff n' Puff – The students can describe how my body changes during physical activity and how it makes me feel. *<b>Huff n' Puff</b> – The students can perform different locomotion activities including change of speed, direction, hop, leap, catch, throw. <b>Visual Arts:</b></p>	<ul style="list-style-type: none"> <li>- Burger Lab</li> <li>- Sports interest</li> <li>- Countries</li> <li>- Languages</li> <li>- Dream Catchers</li> <li>- Nature / Craft</li> <li>- Obstacle Course</li> <li>- Beading</li> <li>- Stamping</li> <li>- Sea life / sensory</li> <li>- Animals</li> <li>- Healthy eating</li> <li>- Painting</li> <li>- Dinosaurs</li> <li>- AFL</li> <li>- Cafe</li> <li>- Dance studio</li> <li>- Sports</li> <li>- Jewellery</li> <li>- Sewing</li> <li>- Insects</li> <li>- Cars</li> <li>- Basketball</li> </ul>	<p>*Life Ed Van visit-Tuesday 9th October</p> <p>*St Johns First Aid In School - Monday 15th October</p> <p>*Parent Club School Disco - Friday 19th October</p> <p>*Day For Daniel - Friday 26th October</p>	<p><b>Writing table</b> Notepads, 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, screwdrivers, old appliances</p> <p><b>Dramatic play</b> Vet, Games Arcade, Hairdressers, Cafe, School</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</p>