

Year Level: 2	Term 1, Week 6 and 7			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/Community interests	Learning experiences
<p><b>Emotional</b> For the children to reflect on self, strengths and challenges</p> <p><b>Social</b> For the students to develop their ability to share space, resources and people</p> <p><b>Cognitive</b> For the students to process information and apply to their learning</p> <p><b>Language</b> For the students to use oral language to share experiences</p> <p><b>Physical</b> For the students to move appropriately when indoors</p>	<p><b>Mathematics</b> We are learning to:</p> <ul style="list-style-type: none"> <li>- describe a pattern created by skip counting and representing the pattern on a number line</li> <li>- use a calendar to identify the date and determine the number of days in each month</li> <li>- Interpret simple maps of familiar locations and identify the relative positions of key features</li> </ul> <p><b>English</b> We are learning to:</p> <ul style="list-style-type: none"> <li>- Writing purpose: write texts to reflect i.e recounts</li> <li>- VOICES writing focus: use a plan to help develop and structure my ideas.</li> <li>- CAFE reading focus: I can predict what will happen and use the text to confirm</li> <li>- Speaking and Listening: listen and make connections to self, text, world</li> </ul> <p><b>Geography</b> We are learning to understand and identify the features of the Cranbourne Gardens environment.</p> <p><b>Sustainability</b> We are learning how we can protect our environment.</p> <p><b>Specialists</b> We are learning to:</p> <p><b>Japanese:</b> *discover about the hinamatsuri festival –(girls’ day) and the traditions associated with this in Japan. For the girls to have their photo taken and uploaded onto the photo drive *practice their self-introductions including こんにちは (konnichwa)、はじめまして(hajimemashite)、わたし(watashi)・ぼく(boku)は (wa)。nameです (desu)、。さいです (..sai desu)、。どしです (...doshi desu)、..がすきです (ga suki desu)どうぞよろしく(douzo yoroshiku) <b>Hello, nice to meet you, my name is .., I’m ..years old, I was born in the year of the ..,I like ... please be kind to me</b></p> <p><b>Art:</b> *commence work on ‘Teat Bears’- using the Art Room bear (Horatio) as a subject. What are the distinguishing features of a bear? *tear the features of the bear i.e. to keep their fingers close to cutting edge &amp; together to maintain control. Distinction between RIP and TEAR. *explore with tactile materials to enhance our collage project</p> <p><b>Performing Arts:</b> *rehearse songs and instrumental music we have learnt and composed to communicate ideas for a large audience in preparation for Year 2 Performance evening *respond to music, communicating our preference and discussing where and why people make and perform music</p> <p><b>Physical Education:</b> *cooperate with each other *develop fundamental movement skills *value being active</p>	<ul style="list-style-type: none"> <li>- Fossils</li> <li>- Pokemon</li> <li>- Harry Potter</li> <li>- camping</li> <li>- football</li> <li>- cricket</li> <li>- tennis</li> <li>- beach</li> <li>- basketball</li> <li>- dancing</li> <li>- performin g</li> <li>- gymnastics</li> <li>- cooking</li> <li>- cinema</li> <li>- fish/fishing</li> <li>- acting</li> <li>- drawing</li> <li>- archery</li> </ul>	<p><b>Monday 4<sup>th</sup></b> March Sushi Day</p> <p><b>Tuesday 5<sup>th</sup></b> March Investiture Assembly 9am</p> <p><b>Wednesday 7<sup>th</sup></b> March Excursion to Cranbourne Botanic Gardens</p> <p><b>Wednesday 13<sup>th</sup></b> March St. Kilda FC sport incursion</p> <p><b>Thursday 28<sup>th</sup></b> March Individual and class school photos</p>	<p><b>Writing table</b> Envelopes, dotted thirds, paper, calendars, dictionaries, books</p> <p><b>Sensory</b> Sewing: materials, needles, cotton threads Beading</p> <p><b>Tinkering</b> Locks, keys, chains, tools, hardhats, safety goggles, PC parts</p> <p><b>Dramatic play</b> Performing Arts: instruments, costumes, hats, Cafe: menu, kitchen utensils, Beach: water, fish, shells, sand</p> <p><b>Building/Construction</b> Lego, stix and balls (magnets), block construction, measuring tapes, stopwatches, caution tape</p> <p><b>Reading corner</b> Picture story books, chapter books, writing paper, books without words, magazines</p> <p><b>Maths resource centre</b> Tens frames, counters, rulers, calculators, dice, cards, whiteboards</p> <p><b>Collage</b> Paper, glue, boxes, pipe cleaners, feathers, pom poms</p> <p><b>Nature/Science</b> Natural found objects – gumnuts, leaves, small sticks/twigs</p>

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