

Year Level: 2	Term 1, Week 2 and 3			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/Community interests	Learning experiences
<p><b>Emotional</b> We are learning to: demonstrate resilience and responsibility in new situations.</p> <p><b>Social</b> We are learning to: build new friendships</p> <p><b>Cognitive</b> We are learning to: think about becoming a year 2 student</p> <p><b>Language</b> We are learning to: demonstrate whole body listening skills</p> <p><b>Physical</b> We are learning to: move safely around their new learning environment</p>	<p><b>Mathematics</b> We are learning to:</p> <ul style="list-style-type: none"> <li>- recognise, model, represent and order numbers to at least 1000</li> <li>- consolidate knowledge of place value language (hundreds, tens, ones)</li> <li>- sequence days, weeks and months and seasons</li> </ul> <p><b>English</b> We are learning to:</p> <ul style="list-style-type: none"> <li>- write texts to communicate a message i.e transactional texts (letters, cards, emails, text messages, lists)</li> <li>- CAFE 'make a picture and mental image'</li> <li>- VOICES 'add descriptive words to make my writing more interesting'</li> <li>- demonstrate whole body listening</li> </ul> <p><b>Geography</b> We are learning to: understand where we live and what surrounds us</p> <p><b>Sustainability</b> We are learning to: understand the purpose of different bins</p> <p><b>Specialists</b> We are learning to:</p> <p><b>Japanese:</b></p> <ul style="list-style-type: none"> <li>- think, pair, share what we know about Japan. Practice greetings songs, set up Japanese book for the year and go through class norms and individual goals in Japanese.</li> <li>- practice our greetings and self-introductions by singing ohayo, ton ton song. Talk about the animal year we were born in and how to say it in Japanese, create a class poster to take back to the classroom</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- be introduced to the moods, vocabulary, and theory of colour</li> <li>- be introduced to the Colour Wheel concept</li> <li>- explore primary, secondary, tertiary and neutral colours</li> <li>- replicate the 8/ 12 colours that feature in the colour wheel</li> </ul> <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>- use our imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion</li> <li>- sing and play instruments to improvise, compose and practice a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community</li> <li>- set class norms and individual learning goals for the term</li> </ul> <p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>- move safely, follow instructions, and understand whistle commands</li> <li>- develop fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>- camping</li> <li>- football</li> <li>- cricket</li> <li>- tennis</li> <li>- beach</li> <li>- basketball</li> <li>- dancing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>- Welcome to Country ceremony</li> <li>- National Apology ceremony</li> </ul>	<p><b>Writing table</b> Envelopes, dotted thirds, paper, calendars, dictionaries, books</p> <p><b>Sensory</b> Sewing: materials, needles, cotton threads</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 glass, 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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