

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 demonstrate resilience.</p> <p><b>Social</b> For the children to take an interest in others by asking questions (investigations, learning, etc.)</p> <p><b>Cognitive</b> For the students to explore and share reasons they are grateful for new members of the class.</p> <p><b>Language</b> For the children to elaborate on their answer as a focus student.</p> <p><b>Physical</b> For the children to hold their pencils correctly and use appropriate body position.</p>	<p><b>Mathematics</b> For the children to:</p> <ul style="list-style-type: none"> <li>- recognise, model, represent and order numbers to at least 1000</li> <li>- I can locate numbers on a number line.</li> <li>- describe features of 3D shapes</li> </ul> <p><b>English</b> For the children to:</p> <ul style="list-style-type: none"> <li>- Understand texts have different structures and features</li> <li>- continue spelling program</li> <li>- explore proper nouns</li> <li>- continue exploring Recounts</li> <li>- CAFÉ Explicit Focus=C/Chunking and Re-reading to make sense</li> <li>- re-read and edit text for spelling, sentence-boundary punctuation and text structure</li> </ul> <p><b>Geography</b> For the children to:</p> <ul style="list-style-type: none"> <li>- understand that people are connected to places in Australia and across the world.</li> <li>- label personally significant places that are important to them eg. States, cities, countries, local etc.</li> <li>- make links with the function of the place</li> </ul> <p><b>Specialists</b> For the children to:</p> <p><b>Japanese:</b> <b>Art:</b> for the students to utilise their distinctive painted / printed papers to create their COLLAGE fish For the students to explore a variety of tactile mixed media to enhance their UNDER THE SEA project</p> <p><b>Performing Arts:</b> students to sing and play instruments to create and practise chants, songs and rhymes</p> <p><b>Physical Education:</b></p>	<ul style="list-style-type: none"> <li>- Pokémon</li> <li>- Beading</li> <li>- Surfing</li> <li>- Camping</li> <li>- Fishing</li> <li>- Paddle boarding</li> <li>- Theme Parks</li> <li>- Vet</li> <li>- Star Wars</li> <li>- Boats and Planes</li> <li>- Fairies</li> <li>- Beanie Boos</li> <li>- Billy B Brown</li> <li>- Animals</li> <li>- Mandalas</li> <li>- Maps</li> <li>- Flags</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- School photos 6<sup>th</sup> March</li> <li>- Special sushi lunch 20<sup>th</sup> March</li> </ul>	<p><b>Writing table</b> Assorted paper for invitations, envelopes, dotted thirds, paper, calendars, dictionaries, books, maps</p> <p><b>Sensory</b> Kinetic sand, water beads, Playdough</p> <p><b>Tinkering</b> PC parts, screwdrivers, locks, keys, chains, tools, hardhats, safety goggles,</p> <p><b>Dramatic play</b> Performing Area – costumes, paper/clipboards, mic Flight Centre – brochures, travel itineraries, passports Kitchen – food, cutlery</p> <p><b>Building/Construction</b> Wall marble run, Zoobs, 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, maps, atlas</p> <p><b>Maths resource centre</b> Tens frames, counters, rulers, calculators, dice, cards, whiteboards</p> <p><b>Collage</b> Material, paper, glue, boxes, pipe cleaners, feathers, pom poms</p> <p><b>Nature/Science</b> Natural found objects – gumnuts, leaves, small sticks/twigs</p>

