

| Year Level: 2  | Term 1, Week 8 and 9  |  |  |  |  |
|--|---|--|--|--|--|
| Developmental domain objectives  | Learning objectives   |  | Children's current interests   | Staff/School/Community interests   | Learning experiences   |
| <p><b>Emotional</b><br/>For the students to use calming strategies.</p> <p><b>Social</b><br/>For the students to invite and include others.</p> <p><b>Cognitive</b><br/>For the students to reflect on their learning.</p> <p><b>Language</b><br/>For the students to talk through and try solve simple problems.</p> <p><b>Physical</b><br/>For the students to move safely during investigations</p> | <p><b>Mathematics</b><br/>For the students to:</p> <ul style="list-style-type: none"> <li>- revise recognising, modelling, representing and ordering numbers to at least 1000</li> <li>- revise locating numbers on a number line</li> <li>- describe outcomes as "likely" or 'unlikely' and some events as 'certain' or 'uncertain'</li> </ul> <p><b>English</b><br/>For the students to:</p> <ul style="list-style-type: none"> <li>- continue to explore the structure and features of recounts and plan their own writing</li> <li>- focus on handwriting and correctly forming letters</li> <li>- <b>Speaking and Listening:</b> I can express my emotions in an appropriate way</li> <li>- <b>CAFÉ strategy:</b> I can back up and reread</li> <li>- <b>VOICES strategy:</b> I can add descriptive language to make my writing more interesting</li> </ul> <p><b>Geography</b><br/>For the students to:</p> <ul style="list-style-type: none"> <li>- Identify how people are connected to different places</li> <li>- Describe and explain where places and activities are located</li> <li>- Interpret information and make conclusions</li> </ul> <p><b>Sustainability</b><br/>For the students to:</p> <ul style="list-style-type: none"> <li>- Help water and maintain the gardens</li> </ul> <p><b>Specialists</b><br/><b>For the students to :</b></p> <p><b>Japanese:</b> For the students to practice their self-introductions including こんにちは、はじめまして、わたし・ぼくは。です、。さいです、。どしです、。がすきです、どうぞよろしく</p> <p>-For the students to revise songs, self-introductions and practice with each other in the classroom. Create a morfo on the ipads using their voice for the introduction</p> <p><b>Art:</b> For the students use their design to create a Magic paper clay Easter bunny</p> <p>For the students to paint their Easter bunny</p> <p><b>Performing Arts:</b> We are learning to rehearse and perform songs and instrumental music we have learnt and compose to communicate ideas to an audience.</p> |  | <ul style="list-style-type: none"> <li>- Easter</li> <li>- Travel agent</li> <li>- Football</li> <li>- Clubs</li> <li>- Jewellery</li> <li>- Sewing</li> <li>- Puppets</li> <li>- Theatre</li> <li>- Slime</li> <li>- Flower pom poms</li> <li>- Insects</li> <li>- Gears and cars</li> <li>- Café</li> <li>- Beach</li> <li>- Basketball</li> <li>- Dancing</li> <li>- Birds</li> <li>- Painting</li> <li>- Crystals</li> </ul> | <ul style="list-style-type: none"> <li>- School Photo Day 19<sup>th</sup> March</li> <li>- Royal Flying Doctor Service Incursion 27<sup>th</sup> March</li> <li>- Easter Assembly 29<sup>th</sup> March</li> <li>- Last day of Term 1, 29<sup>th</sup> March, school finishes at 2:30</li> </ul> | <p><b>Writing table</b><br/>Envelopes, dotted thirds, paper, calendars, dictionaries, books, maps</p> <p><b>Sensory</b><br/>Kinetic sand, water beads, Playdoh</p> <p><b>Tinkering</b><br/>Locks, keys, chains, tools, hardhats, safety goggles, PC parts</p> <p><b>Dramatic play</b><br/>Hospital – patient bed, reception, whiteboard, x-rays, patient information<br/>Performance – musical instruments, costumes<br/>Café – menus, food</p> <p><b>Building/Construction</b><br/>Lego, stix and balls (magnets), block construction, measuring tapes, stopwatches, caution tape</p> <p><b>Reading corner</b><br/>Picture story books, chapter books, writing paper, books without words, magazines, maps, atlas</p> <p><b>Maths resource centre</b><br/>Tens frames, counters, rulers, calculators, dice, cards, whiteboards</p> <p><b>Collage</b><br/>Paper, glue, boxes, pipe cleaners, feathers, pom poms</p> <p><b>Nature/Science</b><br/>Natural found objects – gumnuts, leaves, small sticks/twigs</p> |

