

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> For the students to recognise that challenges are a part of everyday life.</p> <p><b>Social</b> For the children to build friendships with new students.</p> <p><b>Cognitive</b> For to students to link their interests to the learning intentions.</p> <p><b>Language</b> For the students to use encouraging body language when listening to peers.</p> <p><b>Physical</b> For the children to plan the use of resources carefully prior to using them.</p>	<p><b>Mathematics</b> For the children to:</p> <ul style="list-style-type: none"> <li>- Recognise and represent multiplication as repeated addition, groups and arrays</li> <li>- Recognise and represent division as grouping into equal sets and solve simple problems using these representations</li> <li>- Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction</li> </ul> <p><b>English</b> For the children to:</p> <ul style="list-style-type: none"> <li>- Use adverbs to enhance their writing. An adverb is a word that tells us more about the verb. For example, The dog barked <b>loudly</b>. I'll be back <b>tomorrow</b>. Wait <b>here</b> for me. Let's go home <b>now</b>.</li> <li>- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position</li> <li>- Explore the features and purpose of information reports.</li> <li>- Attend weekly spelling clinic groups</li> <li>- Use the VOICES strategy 'Select words and phrases that are accurate'</li> <li>- Explore the Cafè strategy 'Infer and support with evidence'</li> </ul> <p><b>Health</b> For the children to:</p> <ul style="list-style-type: none"> <li>- attend health rotations</li> <li>- Identify and practise emotional responses that account for own and others' feelings</li> <li>- Examine health messages and how they relate to health decisions and behaviours</li> <li>- Identify and explore natural and built environments in the local community where physical activity can take place</li> </ul> <p><b>Sustainability</b> For children to:</p> <ul style="list-style-type: none"> <li>- not bring plastic to school (chip packets etc.)</li> <li>- take responsibility for the waste you create</li> <li>- correctly use the 3 bins (waste, recycling, soft plastic)</li> </ul> <p><b>Specialists</b> <b>Japanese:</b></p> <ul style="list-style-type: none"> <li>- For the students to learn about Japanese food and compare to ours. Learn the names of tempura, okonomiyaki, sushi, tempura, takoyaki, udon.</li> <li>- For the students to learn the itadakimasu song and practice using chopsticks and the language associated with eating in Japan.</li> </ul> <p><b>Art:</b> <b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>- Students explore, improvise and structure movement ideas for dance.</li> <li>- Students explore, improvise and structure movement ideas for dance.</li> </ul> <p><b>Physical Education:</b></p>	<ul style="list-style-type: none"> <li>- Puppets</li> <li>- Magic</li> <li>- Animals</li> <li>- AFL</li> <li>- Space</li> <li>- Hotels</li> <li>- Wizards</li> <li>- Slime</li> <li>- Num Noms</li> <li>- Story writing</li> <li>- Crystals</li> <li>- Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- E-Smart Day Friday 13<sup>th</sup> October</li> <li>- First Aid School 17<sup>th</sup> October</li> <li>- Thursday 19<sup>th</sup> Whole School Nude Food Picnic</li> <li>- School Fete Sunday 22<sup>nd</sup> October</li> </ul>	<p><b>Writing table</b> Paper for mini books, staplers, coloured paper, dotted thirds, paper, stickers for stories, dictionaries, information reports</p> <p><b>Sensory</b> Kinetic sand, Mini Lego, Playdough, water beads, beads, crystals, sewing area</p> <p><b>Tinkering</b> Screwdrivers, locks, keys, chains, tools, hardhats, safety goggles, bearings</p> <p><b>Dramatic play</b> Circus Area (no real animals) – costumes, paper/clipboards, microphone Kitchen – food, cutlery Dew Drop Sunflower and Village Ice-cream shop</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, technology books</p> <p><b>Maths resource centre</b> Tens frames, counters, rulers, calculators, dice, cards, whiteboards, timers, clocks, 100 charts,</p> <p><b>Collage</b> Material, paper, glue, boxes, pipe cleaners, feathers, pom poms, paper machè, boxes, materials, string, buttons, tubes, cardboard, mosaic tiles, felt,</p> <p><b>Nature/Science</b> Spice up your life, Geology Galaxy area, magnets, safety goggles.</p>

