

Year Level: 2	Term 4, Week 7 and 8			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/ Community interests	Learning experiences
<p><b>Emotional</b> For the students to demonstrate resilience when changes occur</p> <p><b>Social</b> For the children to build relationships amongst the Year 2 cohort.</p> <p><b>Cognitive</b> For the children to solve the simple problems themselves</p> <p><b>Language</b> For the children to use an appropriate tone when speaking to peers outside the classroom</p> <p><b>Physical</b> For the children to practice getting dry and dressed themselves</p>	<p><b>Mathematics</b> For the children to: REVISE</p> <ul style="list-style-type: none"> <li>- Recognise, model, represent and order numbers to at least 1000</li> <li>- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences</li> <li>- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting</li> <li>- Collect, check and classify data</li> <li>- Create displays of data using lists, table and picture graphs and interpret them</li> </ul> <p><b>English</b> For the children to:</p> <ul style="list-style-type: none"> <li>- revise narratives</li> </ul> <p>Highlighting sizzling starts, ban the boring and dynamic dialogue</p> <ul style="list-style-type: none"> <li>- Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations</li> <li>- Create events and characters using different media that develop key events and characters from literary texts</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> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>- Participate in intensive swimming at Mentone Grammar</li> <li>- Discuss how activities make them huff and puff and improve heart and lung function</li> <li>- Practice safety skills and procedures</li> <li>- Make healthy food choices</li> <li>- Explore different actions of the body and understand how these actions affect movement</li> </ul> <p><b>Sustainability</b> For children to:</p> <ul style="list-style-type: none"> <li>- bring household items to school for collection, such as: shampoo and makeup containers</li> <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></p> <p><b>Japanese:</b> For the students to learn transport words in Japanese, kuruma (car) basu (bus) jitensha (bike) densha (train) fune (ship) shinkansen (bullet train) hikouki (plane) For the students to learn about the 7,5,3 festival in Japan</p> <p><b>Performing Arts:</b></p> <p><b>Dance</b> Students perform movements in unison with a partner. Students explore movement to a specified rhythm and explore elements of dance expressively in the components of dance. We are learning to respond to dance expressing what they enjoy and where and why people dance.</p> <p><b>Physical Education:</b> Hockey – The students can correctly hold a hockey stick. I can dribble the ball to a fixed point. I can be active in a modified game Basketball – The students can perform basic basketball skills. I can use appropriate behaviour when interacting with the coach.</p>	<ul style="list-style-type: none"> <li>- NASA Space Station</li> <li>- Planets</li> <li>- Making information reports</li> <li>- Tangrams</li> <li>- Num Noms</li> <li>- Animal construction</li> <li>- Dream Catchers</li> <li>- Wands</li> <li>- Zoobs</li> <li>- Book making</li> <li>- Captain Underpants</li> <li>- Cricket</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Sanctuary Yoga session (see communication board)</li> <li>- Swimming program 20<sup>th</sup> November – 1<sup>st</sup> December</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>

