

Year Level: 2	Term 3, weeks 8, 9 and 10			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/Community interests	Learning experiences
<p>Emotional Look for and share stories of resilience to create feelings of hope and optimism.</p> <p>Social Organise a games session, at home or online, with family members. (eg. charades, trivia or board games)</p> <p>Cognitive Think about how good hygiene, balanced nutrition and social distancing can be your super powers!</p> <p>Language Make dinner-time conversations with family members a happy and regular part of the day.</p> <p>Physical Include outdoor physical exercise in your everyday routine.</p>	<p>Mathematics We are learning to: - divide objects into equal groups (VCMNA109) - use our division skills to solve problems (VCMNA109) - understand the connection between multiplication and division - compare and order objects based on area (VCMMG116)</p> <p>English We are learning to: - write informative texts (procedures) using knowledge of text structure and language features (VCELY230) - use compound sentences to combine ideas (VCELY230) - use verbs used to give orders, commands or instructions (VCELA262) - recognise that adverbs can add detail to instructions (VCELY299) - explore how rhythm, rhyme and alliteration add to poetry and enhance enjoyment (VCELT254) - apply suffix patterns (1-1-1, remove silent e, change y to i) (VCELA217) - explain the meaning of suffixes -less and -able (VCELA250) - listen to, recite and perform oral texts (VCELY245) - vary our tone, volume and pace when presenting (VCELY245)</p> <p>Science We are learning to: - design a game that uses forces (VCSSU048) - seek feedback, reflect and improve our designs (VCSSU048)</p> <p>Sustainability We are learning that: - Earth's resources are used in a variety of ways</p> <p>Specialists We are learning to: Japanese: -practise our speaking and listening by creating stories at the beginning of the lesson -revise family words and learn the ookina kabu play Performing Arts: Respond to drama, expressing what we enjoy and why people perform drama. Physical Education: -revise running and dodging skills -apply throwing and catching skills to games Art: -create a 2D monster with textured fur/hair -create an insect sculpture inspired by Raku Inoue</p>	<p>Cricket Planes Boxing Gymnastics Dancing Tennis Pets Drawing Reading Music Camping Painting Puppets Skate ramps Architecture Book making Story writing Science Experiments Performing</p>		<p>Writing table Envelopes, dotted thirds, paper, calendars, dictionaries, books</p> <p>Sensory Sewing, beading, painting, nature play, playdough, modelling clay, slime, chalk</p> <p>Tinkering Locks, keys, chains, tools, hardhats, safety goggles, PC parts</p> <p>Dramatic play Wildlife Sanctuary Travel Agent Post Office</p> <p>Building/Construction Lego, stix and balls (magnets), block construction, marble run</p> <p>Reading corner Picture story books, chapter books, writing paper, books without words, magazines</p> <p>Maths resource centre Tens frames, counters, rulers, calculators, dice, cards, whiteboards</p> <p>Collage Paper, goggle eyes, glue, boxes, pipe cleaners, feathers, pom poms, ink stamps</p> <p>Nature/Science Natural found objects – gumnuts, leaves, small sticks/twigs</p>

