

Year Level: 2	Term 1, Week 8 & 9	Children's current interests	Staff/School/Community interests	Learning experiences
<p><b>Emotional</b> Discuss feelings of fear, unfamiliar situations, change and challenge</p> <p><b>Social</b> Use words and actions to make new friends</p> <p><b>Cognitive</b> Think about using reasons and examples to support a point of view</p> <p><b>Language</b> Voice disagreement in an appropriate manner</p> <p><b>Physical</b> Demonstrate balances and maintain stable positions</p>	<p><b>Mathematics</b> We are learning to: *recognise, model, represent and order numbers to at least 1000 *group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting *interpret simple maps of familiar locations and identify the relative positions of key features</p> <p><b>English</b> We are learning to:</p> <p><b>Reading</b> *monitor what we are reading so that it makes sense *compare and contrast</p> <p><b>Writing</b> *write to communicate, such as writing a postcard</p> <p><b>Spelling</b> *represent the long /e/ sound</p> <p><b>Grammar/Punctuation</b> *understand that nouns can represent people, places, things and ideas (common, proper, concrete and abstract)</p> <p><b>Speaking/Listening</b> *use vocabulary to compare and contrast</p> <p><b>Geography</b> We are learning to: *identify reasons why some places are special and some places are important to people</p> <p><b>Sustainability</b> We are learning to: *identify the use of Earth's resources to secure a future in our place/home</p> <p><b>Specialists</b> We are learning to:</p> <p><b>Japanese</b> *revise songs, self-introductions and practice with each other in the classroom. Load onto seesaw for self and peer assessment. *reflect on our progress throughout the term</p> <p><b>Art</b> *focus on "shape" and cut up our artworks to create an animal *display, respond and reflect upon our artworks</p> <p><b>Performing Arts</b> *rehearse songs and instrumental music we have learnt and composed to communicate ideas for a large audience in preparation for Year 2 Performance evening *respond to music, communicating our preference and discussing where and why people make and perform music</p> <p><b>Physical Education</b> *practice movement skills and spatial awareness *apply throwing, catching and hitting skills to cricket</p>	<p>Cricket Planes Boxing Gymnastics Dancing Tennis Pets Drawing Reading Music Camping Painting</p>	<p><b>Friday 20<sup>th</sup> March</b> *Harmony Day: students to wear a touch of orange with their uniform</p> <p>*2. 45pm whole school assembly with Rhythm of Life African Drumming</p> <p><b>Monday 23<sup>rd</sup> March</b> *School Photo Day - individual, class and siblings</p> <p><b>Thursday 26<sup>th</sup> March</b> *Whole School Easter Assembly 9.05am</p> <p><b>Friday 27<sup>th</sup> March</b> *End of Term 1 - 2.30pm finish</p>	<p><b>Writing table</b> Envelopes, dotted thirds, paper, calendars, dictionaries, books</p> <p><b>Sensory</b> Sewing, beading, painting, nature play, playdough, modelling clay, slime, chalk</p> <p><b>Tinkering</b> Locks, keys, chains, tools, hardhats, safety goggles, PC parts</p> <p><b>Dramatic play</b> Wildlife Sanctuary Travel Agent Post Office</p> <p><b>Building/Construction</b> Lego, stix and balls (magnets), block construction, marble run</p> <p><b>Reading corner</b> Picture story books, chapter books, writing paper, books without words, magazines</p> <p><b>Maths resource centre</b> Tens frames, counters, rulers, calculators, dice, cards, whiteboards</p> <p><b>Collage</b> Paper, goggle eyes, glue, boxes, pipe cleaners, feathers, pom poms, ink stamps</p> <p><b>Nature/Science</b> Natural found objects – gumnuts, leaves, small sticks/twigs</p>

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