Learning Intentions
YEAR 1/2 2022
Term 4, Weeks 9, 10 & 11
For children to:

Emotional

Tackle new experiences with a growth mindset and embrace changes.

Social

Get to know new peers and teachers in the new learning spaces.

Language

Practise Italian words and phrases learnt throughout the term.

Cognitive

Become familiar with new routines and expectations.

Reflect upon the school year, including learning experiences, relationships and personal growth.

Physical

Become familiar with the new learning spaces.

Move safely to and from the pool during Aquatic Education Week.

Literacy

Practise the graph /s/ making the 's' sound as in sun (Week 9)

Practice handwriting in Victorian Modern Cursive.

Tell the important information in a text after reading it.

Understand that procedural text can be written in various forms: e.g. list, directions with steps (how-to).

Write sequential directions in procedural or how-to books (Year 1).

Write steps of a procedure with appropriate sequence and explicitness (Year 2).

Write a procedural text that helps the reader know how to do something.

Read and write texts for enjoyment.

Articulate why you like a particular text.

Numeracy

Count collections to 100 by partitioning numbers using place value (Year 1).

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (Year 1).

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (Year 1).

Recognise, model, represent and order numbers to at least 1000 (Year 2).

Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (Year 2).

Explore the connection between addition and subtraction (Year 2).

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (Year 2).

Religion

Explain the significance of the season of Advent.

Explain the significance of the signs and symbols of Advent.