**Reception**

**Term 2 Overview, 2016**

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| **Term 2 Unit Overview 2016** | | |
| Unit of inquiry | Language | Mathematics |
| **Transdisciplinary Theme:**  WHO WE ARE  **Central Idea :**  Making balanced choices about daily routines enables us to have a healthy  lifestyle.  **Lines of Inquiry**:   * *Daily habits and routines (hygiene, sleep, play, eating)* * *Balanced choices* * *Consequences of choices*   **Concepts:**  Causation, function, reflection.  **Transdisciplinary Theme:**  HOW WE SHARE THE PLANET  **Central Idea :**  *People interact with, use and value the natural environment in different ways.*  **Lines of Inquiry**:   * Local natural environment * Human use of the local environment * Actions that benefit or harm the local environment   **Concepts:**  Causation, responsibility, reflection. | **WRITING**   * Letter formation * Constructing words from letter sounds * Drawing pictures with labels or annotations * Rules of writing - writing using lower case and upper case * Model writing sentences. * Writing a sentence. * Writing a Procedure (Teach) * Writing a Recount (Teach) * Writing a Exposition (Exposure) * Writing using sight word cards.   **READING**   * Phonics/letter sounds * Sight word practice * Decoding and Comprehension strategies * Independent, shared, modelled and guided reading. * Exposure to different text types   **SPEAKING AND LISTENING**   * Show & Tell – develop children’s confidence * Picture talk/discussion * Class discussion - showing active listening and speaking in a group situation * Role plays     **PRESENTING AND VIEWING**   * Group and individual presentations – class activities and work relating to Program of Inquiry * Children to be encouraged through tuning in activities to do individual research and to present their findings to the class. | **NUMBER**   * Counting numbers to 50 * Addition * Subtraction * Ordinal numbers.   **MEASUREMENT:**   * Time * Measure and compare – length and capacity.   `  **SHAPE AND SPACE**   * Describing and comparing characteristics and naming 2D & 3D shapes * Recognizing, identifying and naming shapes in the environment.   **PATTERN AND FUNCTION**   * Create, describe, extend patterns with object, shapes and drawing. * Investigate patterns in the environment and the use of mathematical language to describe patterns. |
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