GRADE 2

LONG RANGE PLANS

DANILA KUMAR INTERNATIONAL SCHOOL

SCHOOL YEAR 2016-17

TEACHERS:
- Tjaša Kočevar – Homeroom teacher (Mathematics, English, Unit of Inquiry, Visual Arts, Slovene, Homeroom Lesson)

- Tea Jelnikar - Assistant
- Andrew Tomlin - Language Assistant

- Denis Divjak – P.E.

- Andreja Frelih – Music and EAL

- Simon Zoretič Gajser – Afternoon Care Program

TRANSDISCIPLINARY THEME: How we express ourselves

CENTRAL IDEA: People express feelings and ideas through art in various ways.

LINES OF INQUIRY & CONCEPTS:

- how emotions can be expressed through the arts (perspective)

- how artists are inspired by their feelings (connection)

- personal responses to creative works (reflection)

TRANSDISCIPLINARY SKILLS:
Social skills (respecting others)
Communication skills (listening, reading, writing, viewing, non-verbal)
Research skills (observing, interpreting data)
Thinking skills (application, evaluation)
Self-management skills (time management, fine motor skills, spatial awareness)

Learner Profile: Reflective, Communicator, Thinker
Attitudes: Creativity, Appreciation

Taught within the Unit of Inquiry - learning through language English
ORAL LANGUAGE
Listening
- Participate in imaginative play, storytelling, role play and dramatization of stories and poems
- Listen to and talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail

Speaking
- Ask questions and give appropriate answers
- Express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others

WRITTEN LANGUAGE
Reading
- read text aloud with fluency, expression and with regard to punctuation
- read independently, fluently, accurately and with understanding
- engage daily in individual silent reading with concentration

Writing
- write for a range of purposes, both creative and informational, for themselves and others (journal, personal diary, paragraphs, poems, different stories, book reports, descriptions, reports, posters, graphic organisers)
- write in cursive writing (upper and lower- case letters)

VISUAL LANGUAGE
Viewing and Presenting
- Use a range of communication media (video, photography, computers, drama, texts with different types of layout) to locate, present and record information

Taught within the Unit of Inquiry-learning through Math
PATTERN AND FUNCTION
- represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers (patterns in nature)
DATA HANDLING
- understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).
- express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).
- identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain).
- collect, display and interpret data for the purpose of answering questions

Taught within the Unit of Inquiry - learning through Visual Arts

RESPONDING

Dance

- describe the ideas and feelings communicated through body movements

Visual Arts

- enjoy experiencing artwork
- describe similarities and differences between artwork

Drama

- discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance

CREATING

Dance
- respond to word, rhythm and/or music through movements

Visual Arts

- select tools, materials and processes for specific purposes

Taught within the Unit of Inquiry (inquiry into P.E.)
    MOVEMENT COMPOSITION
DANCE
- Express feelings, emotions and ideas through dance and music;
- listen and dance to music from all around the world.
- are aware of the origin and history of dance they relate to community and national identity;
- develop an appreciation of the role culture plays in dance
- develop basic dancing movements containing basic step patterns, which has a beginning, middle and end.

Taught within the Unit of Inquiry (inquiry into Music)

RESPONDING

- express their responses to music in multiple ways (drawings, games, songs, dance, and oral discussion).
- explain their personal preferences for specific musical works and styles.
- describe how music makes them feel.
- sing partner songs and rounds.
- sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation.

CREATING
- explore sounds as a means of expressing imaginative ideas.
- create and accompany music using a variety of sounds and instruments.

Taught within the Unit of Inquiry (inquiry into PSE)

INTERACTIONS

- recognize the different group roles and responsibilities
- assume responsibility for a role in a group

IDENTITY

- solve problems and overcome difficulties with a sense of optimism
- identify and understand the consequences of actions

Taught as Subject specific (inquiry into Maths)

NUMBER
- read, write, compare and order cardinal and ordinal numbers
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- develop strategies for memorizing addition and subtraction number facts
- estimate sums and differences
- describe mental and written strategies for adding and subtracting two-digit numbers up to 100
- use mental and written strategies for addition and subtraction of two digit numbers or beyond in real-life situations
- select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- use strategies to evaluate the reasonableness of answers.

Taught as Subject specific (inquiry into Music)
CREATING

- recreate sounds from familiar experiences

RESPONDING

- sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

- begin to read and notate using values of half note, quarter note and eight note