



## GRADE 2

### LONG RANGE PLANS

#### DANILO KUMAR INTERNATIONAL SCHOOL

SCHOOL YEAR 2020 – 2021

### UNIT 2

#### TEACHERS:

**Teja Klavs** – Homeroom teacher (Mathematics, English, SSS, Visual Arts, Slovenian, Homeroom Lesson)

**Sonja Križman Launay** – English Language Assistant

**Denis Divjak** – PE

**Jasmina Pecić Tagliaferri** – Music

**Poli Leopoldina Hočevar Eve** - EAL

TRANSDISCIPLINARY THEME: Where we are in time and place

CENTRAL IDEA: The way people communicate evolves over time

LINES OF INQUIRY & CONCEPTS:

- How has communication between people changed over time – change
- Communication inventions through time - form
- Comparing and contrasting different communication inventions - function

#### TRANSDISCIPLINARY SKILLS:

**Social skills:** Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) Provide opportunities for students to reflect on their social skills. Use the language of the learner profile in conversations and discussions, and in the development of essential agreements. Model the social skills.

**Communication skills:** Plan opportunities for students to practice and apply these skills in meaningful contexts. Provide time for students to plan and prepare communication activities. Encourage communication using different languages. Ask open-ended questions. Put thinking ahead of knowing. Have informal conversations. (Listening, reading, interpreting, Speaking).

**Research skills:** Plan transdisciplinary and subject-specific inquiries in which students can develop, apply and reflect on their research skills. Provide a range of tools for students to organize their research so that all stages are documented. (Formulating and planning; Data gathering and recording; Synthesizing and interpreting; Evaluating and communicating)

**Thinking skills:** Critical-thinking skills (analyzing and evaluating issues and ideas). Transfer skills (using skills and knowledge in multiple contexts) Reflection/metacognitive skills ((re)considering the process of learning)

**Learner profiles:** Communicator, Inquirer, Knowledgeable

## **Taught within the Unit of Inquiry - learning through language (English)**

### **ORAL LANGUAGE:**

#### **Listening**

- Listen attentively and considerately and respond in small- and large-group situations
- Hear and accept differences between languages

#### **Speaking**

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

### **VISUAL LANGUAGE:**

#### **Viewing and presenting**

- Understand that communication involves visual as well as verbal features
- Begin to use appropriate technology such as a computer, printer, CD-ROM, digital camera
- Use a range of communications media (video, photography, computers, drama, texts with different types of layout) to locate, present and record information

### **WRITTEN LANGUAGE:**

#### **Reading**

- recognise and appreciate different literary styles
- understand and respond to the ideas, feelings and attitudes expressed in various texts
- engage daily in individual silent reading with concentration
- read text aloud with fluency, expression and with regard to punctuation
- locate, select and use reference books, dictionaries and IT to find information
- use reading for pleasure, instruction and information

#### **Writing**

- write appropriately with correct directionality and spacing
- show knowledge of, and willingness to use an appropriate writing process (planning, drafting, editing, producing)
- 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 (lower- case letters)
- write appropriately with correct directionality and spacing

## **Taught within the Unit of Inquiry - learning through Mathematics**

### **PATTERN AND FUNCTION**

- use number patterns to represent and understand real-life situations (time line)
- represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers (communication patterns)
- understand that patterns can be found in numbers, for example, odd and even numbers, skip counting
- extend and create patterns in numbers, for example, odd and even numbers, skip counting

## **Taught within the Unit of Inquiry - learning through Visual Arts**

### **CREATING**

- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials

### **RESPONDING**

- make personal connections to artworks
- identify the materials and processes used in the creation of an artwork

## **Taught within the Unit of Inquiry - learning through Slovenian**

### **ORAL LANGUAGE**

#### **Speaking**

- Give instructions, directions and messages and respond to the instructions of others (nasprotja, prej-sedaj)
- Ask questions and give appropriate answers

### **WRITTEN LANGUAGE**

#### **Writing**

- use content-specific vocabulary which may be connected to the unit of inquiry (komunikacijska sredstva)

#### **Reading**

- demonstrate an ability to read aloud and with appropriate vocal patterns about known topics
- read to skim and scan in order to find specific information quickly

### **VISUAL LANGUAGE**

- Understand that signs, symbols and icons carry meaning

## **Taught within the Unit of Inquiry - learning through PSE**

### IDENTITY

- identify feelings and begin to understand how these are related to behaviour
- are aware of their emotions and begin to regulate their emotional responses and behaviour

### INTERACTIONS

- cooperate with others
- ask questions and express wonderings

## **Taught within the Unit of Inquiry - learning through Music**

### RESPONDING

- respond and describe music characteristics or specify music events while listening to music
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

## **Taught within the Unit of Inquiry - learning through PE**

### ADVENTURE

- solve challenging problems, individually, in pairs, in groups;
- start to solve challenges with apparatus;
- participate in small group activities to accomplish a common goal.

## **Taught as Subject specific (inquiry into Mathematics)**

### PATTERN AND FUNCTION

- understand the inverse relationship between addition and subtraction
- use the properties and relationships of addition and subtraction to solve problems
- understand the associative and commutative properties of addition.

### NUMBER

- read and write whole numbers up to 1000
- estimate quantities to 100 or beyond
- describe mental and written strategies for adding and subtracting two-digit numbers up to 100
- 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
- read, write, compare and order cardinal and ordinal numbers
- use whole numbers up to hundreds or beyond in real-life situations
- use cardinal and ordinal numbers in real-life situations

## **Taught as Subject specific (inquiry into P.E.)**

### INTERACTIONS

#### GAMES

- Develop precision when throwing or kicking the ball in to different targets;
- learn simple tactics at ball games;
- gain coordination at dribbling the ball;
- travel in different ways, changing speed and direction with control;

## **Taught as Subject specific (inquiry into Music)**

### RESPONDING

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat
- sing partner songs and rounds
- explore body sounds and variety of untuned and tuned percussion instrument sounds

### CREATING

- improvise simple ostinato accompaniments
- use voice and body to create musical patterns