



## GRADE 2

### LONG RANGE PLANS

#### DANIKA KUMAR INTERNATIONAL SCHOOL

#### SCHOOL YEAR SCHOOL YEAR 2020 – 2021 UNIT 3

#### TEACHERS:

- **Teja Klavs** – homeroom teacher (Mathematics, English language, Science, Social Studies, Visual Art, Slovenian, Homeroom Lesson)
- **Sonja Križman Launay** – English Language Assistant
- **Denis Divjak** – P. E.
- **Jasmina Pecić Tagliaferri** – Music
- **Leopoldina Poli Hočevar Eve** - EAL

TRANSDISCIPLINARY THEME: How We Organize Ourselves

CENTRAL IDEA: The choices we make influence our health in different ways.

LINES OF INQUIRY & CONCEPTS:

- Being healthy (form)
- How Physical activity and dietary choices affect our lives (causation)
- (Healthy) lifestyle habits (responsibility)

TRANSDISCIPLINARY SKILLS:

**Thinking skills:** Critical-thinking skills (analysing and evaluating issues and ideas) • Creative-thinking skills (generating novel ideas and considering new perspectives) • Transfer skills (using skills and knowledge in multiple contexts) • Reflection/metacognitive skills ((re)considering the process of learning)

**Communication skills:** Exchanging-information skills (listening, interpreting, speaking) • Literacy skills (reading, writing and using language to gather and communicate information) • ICT skills (using technology to gather, investigate and communicate information)

**Social skills:** Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) • Developing social-emotional intelligence

**Self-management skills:** Organization skills (managing time and tasks effectively) • States of mind (mindfulness, perseverance, emotional management, self motivation, resilience)

**Research skills:** Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

**Learner Profile:** Inquirer, Balanced, Reflective

**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
- Be able to anticipate and predict when listening to texts read aloud
- Pick out main events and relevant points

### Speaking

- Give instructions, directions and messages and respond to the instructions of others
- Ask questions and give appropriate answers
- Begin to develop specific vocabulary to suit different purposes (descriptive, comparative and persuasive vocabulary)
- Express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others

## WRITTEN LANGUAGE

### Reading

- read independently, fluently, accurately and with understanding
- engage daily in individual silent reading with concentration
- use reading for pleasure, instruction and information
- maintain a "reading reflections" or "learning" journal
- recognise and appreciate different literary styles
- understand and respond to the ideas, feelings and attitudes expressed in various texts
- locate, select and use reference books, dictionaries and IT to find information
- identify and describe elements of a story (setting, plot, characters)

### Writing

- write in cursive writing (upper- and lower- case letters)
- write appropriately with correct directionality and spacing
- accurately spell high-frequency and familiar words and apply their knowledge of spelling patterns using strategies to spell words
- 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)
- use appropriate punctuation and capitalisation to support meaning
- use content-specific vocabulary which may be connected to the unit of inquiry
- respond to the writing of others with sensitivity and respect

## VISUAL LANGUAGE

### Viewing and Presenting

- Use a range of communications media (video, photography, computers, drama, texts with different types of layout) to locate, present and record information
- Make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them
- Begin to interpret information provided in advertisements (catalogues, magazines and on television)
- Begin to use appropriate technology such as a computer, printer, CD-Rom, digital camera

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

#### DATA HANDLING

- understand that information about themselves and their surroundings can be collected and recorded in different ways
- collect and represent data in different types of graphs, for example, tally marks, bar graphs
- represent the relationship between objects in sets using tree, Venn and Carroll diagrams
- collect, display and interpret data for the purpose of answering questions

#### MEASUREMENT

- estimate and measure objects using standard units of measurement: length, mass, money.
- use standard units of measurement to solve problems in real-life situations involving length, mass, money.
- use measures of time to assist with problem solving in real-life situations.

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

#### RESPONDING

- describe similarities and differences between artworks
- sharpen their powers of observation

#### CREATING

- select tools, materials and processes for specific purposes
- identify, plan and make specific choices of materials, tools and processes
- demonstrate control of tools, materials and processes

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

#### ORAL LANGUAGE

##### Speaking

- Ask questions and give appropriate answers
- Begin to develop specific vocabulary to suit different purposes (descriptive, comparative and persuasive vocabulary)

#### VISUAL LANGUAGE

##### Viewing and presenting

- Understand that not everything they see is useful or relevant

#### WRITTEN LANGUAGE

##### Reading

- read different graphic organisers (tables, bar graphs)
- begin to recognise the author's purpose (to inform, persuade, entertain, instruct)

##### Writing

- use content-specific vocabulary which may be connected to the unit of inquiry
- reread their written work in order to make revisions and improve their writing

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

#### INTERACTION

- students cooperate with others
- Observe and talk about their emotional well being
- Students assume responsibility for role in a group
- Share ideas clearly and confidently

### **Taught within the Unit of Inquiry (learning through P.E.)**

#### **INDIVIDUAL PURSUITS**

##### HEALTH-RELATED FITNESS

- Recognize the importance of regular exercise and balanced nutrition;
- demonstrate safety when exercising;
- learn how to measure hearth rate;
- begin to develop an appreciation of the role physical fitness plays in achieving and maintaining a personal sense of well-being;
- learn how to protect partner during exercise.

### **Taught within the Unit of Inquiry (inquiry into Music)**

#### RESPONDING

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow).
- Share performances with each other and begin to give constructive criticism demonstrate audience behaviour appropriate for the context and style of music performed.
- identify symbols and traditional terms referring to dynamics and tempo, and interpret them correctly when performing

#### CREATING

- create dancing movements on sung or listened music using body and in combination with different objects.

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

#### NUMBER

- use cardinal and ordinal numbers in real-life situations
- read, write, compare and order cardinal and ordinal numbers
- estimate quantities to 100 or beyond
- use fast recall of addition and subtraction number facts in real-life situations
- describe mental and written strategies for adding and subtracting two-digit numbers up to 100 use whole numbers up to hundreds or beyond in real-life situations
- use mental and written strategies for addition and subtraction of two digit numbers or beyond in real-life situations
- understand situations that involve multiplication and division
- estimate sums and differences
- select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- estimate sums and differences
- use strategies to evaluate the reasonableness of answers.
- model simple fraction relationships (cut an apple ...)
- model addition and subtraction of fractions with the same denominator.