



**GRADE 2**  
**LONG RANGE PLANS**  
**DANILA KUMAR INTERNATIONAL SCHOOL**  
**SCHOOL YEAR 2021 – 2022**

**TEACHERS:**

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

**TRANSDISCIPLINARY THEME: Who We Are**

**CENTRAL IDEA:** Working together we can make a difference in our class community

**LINES OF INQUIRIES AND CONCEPTS:**

- Class climate (function)
- The art of working together (responsibility)
- Actions versus consequences (causation)

**ATL:**

**Social skills:** Developing positive interpersonal relationships and collaboration skills

**Communication skills:** Exchanging-information skills (listening, interpreting, speaking), Literacy skills

**Self-management skills:** organization skills

**Thinking skills:** transfer skills, reflection/metacognitive skills

**Learner Profile:** Communicators, Open-minded

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

### WRITTEN LANGUAGE

#### Reading:

- read with comprehension, fluency and expression
- begin to recognise the author's purpose (to entertain, instruct)
- read to skim and scan in order to find specific information quickly
- reread their written work in order to make revisions and improve their writing
- identify elements of text structure: characters, settings, sequence of main events
- recognise and appreciate different literary styles
- read with comprehension, fluency and expression

#### Writing:

- write appropriately with correct directionality and spacing
- write for a range of purposes, both creative and informational, for themselves and others (journal, poems, book reports, descriptions, posters, graphic organisers)
- show knowledge of and willingness to use an appropriate writing process (planning, drafting, editing, producing)
- use content-specific vocabulary which may be connected to the unit of inquiry
- try to use appropriate punctuation and capitalisation to support meaning
- respond to the writing of others with sensitivity and respect
- begin to select vocabulary according to the audience and purpose
- identify and apply elements of oral presentation
- spell most high frequency words correctly
- alphabetize to the second letter

### ORAL LANGUAGE

#### Speaking:

- Retell, relate and sequence events and stories with increasing detail
- Ask questions and give appropriate answers
- Express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others
- Talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail
- summarize orally
- express an opinion about text that is supported by prior knowledge and/or personal experience

#### Listening:

- Listen to and talk about stories, poems, 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
- Listen attentively to text read by teacher, peers and others

### VISUAL LANGUAGE

#### Viewing and presenting

- Begin to interpret information provided in advertisements (catalogues, magazines and on television)
- Understand that communication involves visual as well as verbal features
- Understand that not everything they see is useful or relevant
- Understand that signs, symbols and icons carry meaning

## **Taught within the Unit of Inquiry - learning through language (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, bar graphs
- represent the relationship between objects in sets using Venn diagram
- collect, display and interpret data for the purpose of answering questions
- use Venn diagram to explore relationships between data

### **MEASUREMENT**

- understand the use of standard units to measure time
- understand that tools can be used to measure
- understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds.
- read and write the time to the hour, half hour and quarter hour
- estimate and compare lengths of time: second, minute, hour, day, week and month.

### **SHAPE AND SPACE**

- understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment.
- interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment.

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

### **CREATING**

- Use their imagination and experiences to inform their art making
- engage with, and enjoy a variety of visual arts experiences

### **RESPONDING**

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

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

### **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;

### **Individual pursuits**

## ATHLETICS

- Are aware that everybody has different potential

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

### ORAL LANGUAGE

#### Speaking

- represent oneself in Slovene
- express ideas orally about school (šola) and CLASS (razred)
- talk about different types of families, our different family habits and routines

### VISUAL LANGUAGE

- begin to interpret information provided in advertisements (catalogues, magazines and televisions)

### WRITTEN LANGUAGE

#### Writing

- Prepare a My Family (Moja družina) booklet and present it to other students.

#### Reading

- demonstrate an ability to read aloud and with appropriate vocal patterns about known topics

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

### RESPONDING

- sing from memory a varied repertoire of songs representing genres and styles from different cultures
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- identify similarities and differences in various arts

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

### IDENTITY

- Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences

### INTERACTIONS

- value interacting, playing and learning with others
- cooperate with others
- ask questions and express wonderings

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

## NUMBER

- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference

(Count forward and backward, compare odd and even numbers, add numbers through 20, subtract numbers through 20, and solve related problems)

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

#### RESPONDING

- explore body sounds and variety of untuned and tuned percussion instruments sounds
- express their responses to music in multiple ways (drawings, games, songs, dance, and oral discussion)
- describe how music make them feel

#### CREATING

- create dancing movements on sung or listened music using body and in combination with different objects
- explore sounds as a means of expressing imaginative ideas

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

Individual pursuits

#### ATHLETICS

- Are aware of different starting positions at running;
- Are aware of how body's capacity for movement develops as it grow;
- Develop coordination, speed and persistence;
- Develop basic techniques of jumping, throwing and running events