



## 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
- **Denis Divjak** – P. E.
- **Anja Podreka** – Visual Art
- **Sara Štrancar** – Music
- **Leopoldina Poli Hočevare Eve** - EAL

**TRANSDISCIPLINARY THEME:** How we express ourselves

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

#### LINES OF INQUIRY:

- how emotions can be expressed through the arts (change)
- how artists are inspired by their feelings (connection)
- personal responses to creative work (perspective)

#### TRANSDISCIPLINARY SKILLS:

##### SOCIAL SKILLS

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

##### COMMUNICATION SKILLS

Exchanging information

Literacy Reading, writing and using language to gather and communicate information

ICT Communicating using technology to gather, investigate and share information

##### RESEARCH SKILLS

Information literacy Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

##### THINKING SKILLS

Critical and creative thinking

##### SELF-MANAGEMENT SKILLS

State of mind  
organization

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 Mathematics**

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

#### **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 eighth note