



## GRADE 2

### LONG RANGE PLANS

#### DANIKA KUMAR INTERNATIONAL SCHOOL

#### SCHOOL YEAR 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 Hočevar Eve** - EAL

**TRANSDISCIPLINARY THEME:** Where we are in place and time  
**CENTRAL IDEA:** the way people communicate evolves over time

#### LINES OF INQUIRY & CONCEPTS:

- How the communication between people changed over time (change)
- Communication inventions through time (form)
- Comparing and contrasting various inventions (function)

#### 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) •

**Research skills:** Information-literacy skills (planning, data gathering and recording, synthesizing, interpreting, and communicating) • Media-literacy skills (interacting with media to use and create ideas and information)

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

**Social skills:** Developing social-emotional intelligence

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

## **Learner profile: knowledgeable, risk-takers**

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

#### **Oral language**

##### Listening

- Be able to anticipate and predict when listening to texts read aloud
- Pick out main events and relevant points
- Use talk to establish relationships with others and for a variety of personal purposes
- Appreciate and relate to different voice tones, and begin to use tone, volume and intonation to enhance meaning
- Listen attentively and considerately and respond in small- and large-group situations

##### 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)
- Hear and use rhyming words
- Use simple and compound sentences, with appropriate word order

#### **Written language**

##### Reading

- read to skim and scan in order to find specific information quickly
- respond to text by identifying the main idea, recognising cause and effect, distinguishing between fact and opinion, questioning, and drawing conclusions
- recognise and appreciate different literary styles
- use reading for pleasure, instruction and information
- maintain a "reading reflections" or "learning" journal
- show an interest in a variety of fiction and non-fiction literature
- recognise and appreciate different literary styles

##### Writing

- begin to select vocabulary according to the audience and purpose
- respond to the writing of others with sensitivity and respect
- reread their written work in order to make revisions and improve their writing
- use content-specific vocabulary which may be connected to the unit of inquiry
- use appropriate punctuation and capitalisation to support meaning
- accurately spell high-frequency and familiar words and apply their knowledge of spelling patterns using strategies to spell words
- demonstrate an understanding of how and why grammar works
- recognise and use the main parts of speech correctly (nouns, verbs)

#### **Visual language**

##### Viewing and Presenting

- Understand that communication involves visual as well as verbal features
- Use a range of communications 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**

### **MEASUREMENT**

- using standard units of measurement: capacity, temperature
- use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature

### **DATA HANDLING**

- understand that sets can be organized by one or more attributes
- understand that information about themselves and their surroundings can be collected and recorded in different ways
- represent the relationship between objects in sets using tree, Venn and Carroll diagrams
- use tree, Venn and Carroll diagrams to explore relationships between data

### **NUMBER**

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

### **RESPONDING**

- express opinions about an artwork
- create artwork in response to a variety of stimuli
- describe what they notice about an artwork

### **CREATING**

- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- realize that their artwork has meaning

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

### **Oral language**

#### Listening

- Listen attentively and considerately and respond in small- and large-group situations

#### Speaking

- Give instructions, directions and messages and respond to the instructions of others

### **Visual Language**

#### Viewing and presenting

- Understand that not everything they see is useful or relevant

### **Written language**

#### Reading

- begin to recognise the author's purpose (to inform, persuade, entertain, instruct)

- identify and describe elements of a story (setting, plot, characters)

#### Writing

- use appropriate punctuation and capitalisation to support meaning
- use content-specific vocabulary which may be connected to the unit of inquiry

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

#### **Identity**

- reflect on inner thoughts and self-talk
- express hopes, goals and aspirations

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

#### **RESPONDING:**

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat.
- explore body sounds and variety of untuned and tuned percussion instruments sounds.
- echo short rhythms and melodic patterns.
- devise criteria for evaluating performances and compositions.
- express their responses to music in multiple ways (drawings, games, songs, dance, and oral discussion).
- use system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major key.

#### **CREATING:**

- improvise simple ostinato accompaniments.
- use voice and body to create musical patterns.
- create their own basic musical instruments.

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

#### **Interaction**

#### Games

- Travel in different ways, changing speed and direction with control;
- gain coordination at dribbling the ball;
- express positive comments and encourage your team;
- **develop precision when throwing or kicking the ball in to different targets;**
- getting aware of group participation during games;
- learn simple tactics at ball games;
- develop cooperation between teammates;
- develop an appreciation of the role culture plays in games and sports;
- get familiar with the origin and history of games and sports as they relate to community and national cultures.
- Demonstrate the ability to transfer knowledge about rules, etiquette and motor skills from one game or sport to another;
- finding own role at group activities.

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

**NUMBER**

- 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
- understand situations that involve multiplication and division