



GRADE 2

LONG RANGE PLANS

DANIKA KUMAR INTERNATIONAL SCHOOL

SCHOOL YEAR 2022 - 2023

TEACHERS:

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

TRANSDISCIPLINARY THEME: How we express ourselves

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

LINES OF INQUIRY:

- emotions can be expressed through the arts (change)
- artists are inspired by... (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, paragraphs, poems, different stories, book reports, descriptions, reports, posters, graphic organisers)

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

Space and shape

- understand that geometric shapes are useful for representing real-world situations
- understand that examples of symmetry and transformations can be found in their immediate environment
- recognize and explain simple symmetrical designs in the environment
- create and describe symmetrical and tessellating patterns
- identify lines of reflective symmetry
- apply knowledge of symmetry to problem-solving situations
- understand that there are relationships among and between 2D and 3D shapes
- understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes
- sort, describe and label 2D and 3D shapes
- analyze and describe the relationships between 2D and 3D shapes
- represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling.

- analyze and use what they know about 3D shapes to describe and work with 2D shapes

Taught within the Unit of Inquiry - learning through Visual Arts

RESPONDING

- respond to their own and other artists' works
- develop the skills of critical analysis, interpretation, evaluation, reflection and communication
- consider own and other artists' works in context and from different perspectives
- construct meaning and inform their own future works and processes
- become more mindful of their own artistic development and the role that arts play in the world around them.

CREATING:

- select tools, materials and processes for specific purposes
- make connections between their work and that of other artists (inform their thinking and to provide inspiration)
- develop their technical skills
- take creative risks, solve problems and visualize consequences
- draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration

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.

GYMNASTICS

- Develop traditional gymnastics skills: roll forward and backward, shoulder stand, bridge;
- learn to jump on horse vault and jump off with squeeze and pin jump
- are able to jump on the vaulting box on knees or feet, roll and jump off;
- are able to link movements together to form a sequence that your partner can copy;
- learn to perform basic jumps on small trampoline;
- balance in various ways using different parts of the body;
- develop coordination, agility, flexibility and strength;
- develop positive thoughts and attitude;
- understand uniqueness and individual abilities.

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

Taught as Subject specific (inquiry into Mathematics)

NUMBER

- read, write, compare and order cardinal and ordinal numbers
- 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

