



**GRADE 2**  
**LONG RANGE PLANS**  
**DANILA KUMAR INTERNATIONAL SCHOOL**  
**SCHOOL YEAR 2016 - 2017**

**TEACHERS:**

- Tjaša Kočevar – Homeroom teacher (Mathematics, English, Unit of Inquiry, Visual Art, Slovenian, Homeroom Lesson, Extra Help)
- Tea Jelnikar – teacher assistant (Mathematics, Unit of Inquiry, Visual Art, Homeroom Lesson)
- Andrew Tomlin - Language Assistant
- Denis Divjak – P.E.
- Andreja Frelj – Music
- Andreja Frelj – EAL
- Simon Zoretič Gajser – Afternoon Care Program

**TRANSDISCIPLINARY THEME: Who We Are**

**CENTRAL IDEA:** Differences and similarities make us unique.

**LINES OF INQUIRY & CONCEPTS:**

- Different roles, habits and routines we have in our everyday life and reasons for them (function)
- Different homes and cultures (causation)
- Uniqueness of each child, his/her family (connection)

**TRANSDISCIPLINARY SKILLS:**

Social skills: cooperating, accepting responsibilities, respecting others, resolving conflict

Communication skills: writing, listening, speaking

Self-management skills: organization, spatial awareness, time management

Thinking skills: comprehension, application, dialectical thought

Attitudes: Cooperation, Respect, Tolerance

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

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 (Math)**

#### 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 that tools can be used to measure
- understand the use of standard units to measure for example length and time
- 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.

### **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**

### 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 within the Unit of Inquiry - learning through EAL**

### ORAL LANGUAGE

#### Speaking:

- acquire and use the vocabulary connected with countries, nationalities, appearance (features, feelings, emotions), family (members, relations, roles), daily routines, food

#### Listening:

- listen to (simple) oral instructions in order to understand, respond and follow them
- show interest and respect for other languages

### WRITTEN LANGUAGE

#### Writing:

- meet and use the English alphabet
- accurately spell high-frequency and familiar words

#### Reading:

- read aloud with fluency, understanding and with regard to punctuation

### VISUAL LANGUAGE

#### Viewing and Presenting:

- make inferences about what a character could be like by observing body language, facial expressions, gestures

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

## NUMBER

- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- model numbers to hundreds or beyond using the base 10 place value system
- use whole numbers up to hundreds or beyond in real-life situations
- develop strategies for memorizing addition and subtraction number facts
- read, write, compare and order cardinal and ordinal numbers
- use cardinal and ordinal numbers in real-life situations
- use fast recall of addition and subtraction number facts in real-life situations

(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
- Learn and apply the basic rules of athletics events