



GRADE 2

LONG RANGE PLANS

DANIKA KUMAR INTERNATIONAL SCHOOL

SCHOOL YEAR 2016 - 2017

TEACHERS:

- Tjaša Kočevar – Homeroom teacher (Mathematics, English, Science and Social Studies, Visual Arts, Slovenian, Homeroom Lesson)
- Tea Jelnikar - assistant
- Andrew Tomlin- Language Assistant

- Denis Divjak – P.E.

- Anja Dežman – Music

- Anja Dežman – EAL

- Simon Zoretič Gajser – Afternoon Care Program

TRANSDISCIPLINARY THEME: How the world works

CENTRAL IDEA: Rocks tell the story of the Earth.

LINES OF INQUIRY & CONCEPTS:

- different types of rocks (form)
- how are minerals and rocks connected (connection)
- how we use of rocks in different ways (function)

TRANSDISCIPLINARY SKILLS:

Thinking Skills (acquisition of knowledge, comprehension, application, analysis and synthesis, evaluation)

Communication Skills (speaking, listening, reading and writing)

Social Skills (cooperating and group decision making)

Self-Management Skills (gross motor and organization):

Research skills (formulating questions, observing, planning, collecting, recording, organizing and interpreting data, presenting research findings)

Attitudes: Enthusiasm, Confidence

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 Mathematics, Space and shape

- 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.
- 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
- analyse 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.
- analyse 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

- 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 Slovenian

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

- understand situations that involve multiplication and division