



GRADE 2

LONG RANGE PLANS

DANIKA KUMAR INTERNATIONAL SCHOOL

SCHOOL YEAR 2016 - 2017

TEACHERS:

- Tjaša Kočevar – Homeroom teacher (Mathematics, English, Science, Social Studies, Visual Arts, Slovenian, Homeroom Lesson)
- Tea Jelnikar – assistant teacher
- Andrew Tomlin - Language Assistant
- Denis Divjak – P.E.
- Anja Dežman – Music, EAL
- Simon Zoretič Gajser – Afternoon Care Program

TRANSDISCIPLINARY THEME: Sharing the planet

CENTRAL IDEA: Animal groups and their characteristics impact their shared habitats.

LINES OF INQUIRY & CONCEPTS:

- classification of animals (form)
- animals' habitats and their impact (causation)
- interaction with animals (responsibility)

TRANSDISCIPLINARY SKILLS:

Thinking skills (evaluation and dialectical thought)

Social skills: (accepting responsibility and cooperating)

Communication skills (reading, writing, presenting)

Self-management skills (informed choices, codes of behaviour)

Research skills (planning, collecting, recording, organizing, interpreting, presenting research findings)

Learner profile: Open-minded, Caring, Principled

Attitudes: Integrity, Empathy

Taught within the Unit of Inquiry - learning through language English

ORAL LANGUAGE:

Speaking

- Hear and use rhyming words
- Use simple and compound sentences, with appropriate word order
- Talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail

Listening

- Use talk to establish relationships with others and for a variety of personal purposes
- Listen to and talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail
- Begin to understand that language is influenced by purpose and audience

VISUAL LANGUAGE:

Viewing and presenting

- Begin to use appropriate technology such as a computer, printer, CD-Rom, digital camera
- Begin to interpret visual cues in order to analyse and make inferences

WRITTEN LANGUAGE:

Reading

- read text aloud with fluency, expression and with regard to punctuation
- locate, select and use reference books, dictionaries and IT to find information
- show an interest in a variety of fiction and non-fiction literature

Writing

- demonstrate an understanding of how and why grammar works
- recognise and use the main parts of speech correctly (nouns, verbs)
- begin to select vocabulary according to the audience and purpose
- respond to the writing of others with sensitivity and respect

Taught within the Unit of Inquiry-learning through Mathematics

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

CREATING

- use their imagination and experiences to inform their art making
- combine different formal elements to create a specific effect

RESPONDING

- describe similarities and differences between artworks
- realize that their artwork has meaning

Taught within the Unit of Inquiry - learning through Slovenian

ORAL LANGUAGE

Speaking

Begin to develop specific vocabulary to suit different purposes (descriptive, comparative and persuasive vocabulary)

Listening

- Be able to anticipate and predict when listening to texts read aloud
- Pick out main events and relevant points

WRITTEN LANGUAGE

Writing

- show knowledge of, and willingness to use an appropriate writing process (planning, drafting, editing, producing)

Reading

- show an interest in a variety of fiction and non-fiction literature

VISUAL LANGUAGE

Viewing and Presenting

- 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 PSE

INTERACTION

- understand the impact of their actions on each other and the environment

IDENTITY

- identify and understand the consequences of actions
- are aware of their emotions and begin to regulate their emotional responses and behaviour

Taught within the Unit of Inquiry - learning through P.E.

GYMNASTICS

- understand uniqueness and individual abilities

Taught within the Unit of Inquiry - learning through Music

RESPONDING:

- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- identify similarities and differences in various arts.
- use system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major key.
- identify symbols and traditional terms referring to dynamics and tempo, and interpret them correctly when performing.

CREATING:

- listen to music and create their own work in response.
- participate in performing and creating music.
- create sound effects to complement a story, rhyme, picture or song.

Taught as Subject specific (inquiry into Mathematics)

- NUMBER

- understand situations that involve multiplication and division
- use mental and written strategies for addition and subtraction of two digit numbers or beyond in real-life situations

Taught as Subject specific (inquiry into P.E.)

GYMNASTICS

- Develop traditional gymnastics skills: roll forward and backward, shoulder stand, cartwheel, 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.