



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2025/2026

Grade 2

TEACHERS:

Teja Klavs – homeroom teacher (Mathematics, English language, Science, Social Studies, Slovenian, Homeroom Lesson)

Tjaša Fritsch Križaj – Assistant (UOI)

Sonja Križman Launay – Language Assistant

Denis Divjak – P. E.

Gaja Smodiš – Visual Art teacher Assistant

Sara Štrancar – Music

Leopoldina Poli Hočevar Eve - EAL

TRANSDISCIPLINARY THEME: Sharing the planet

CENTRAL IDEA: Animal groups and their characteristics impact each other.

LINES OF INQUIRY:

- Classification of animals FUNCTION
- Characteristics of animals FORM
- Food chains CONNECTION

TRANSDISCIPLINARY SKILLS:

Research skills: Plan transdisciplinary and subject-specific inquiries in which students can develop, apply and reflect on their research skills. Ask or design relevant questions of interest. Provide a range of tools for students to organize their research so that all stages are documented. Record observations by drawing, note taking, charting, tallying, and writing. (Formulating and planning; Data gathering and recording; Synthesizing and interpreting; Evaluating and communicating)

Thinking skills: Critical-thinking skills (analyzing and evaluating issues and ideas). Transfer skills (using skills and knowledge in multiple contexts) Reflection/metacognitive skills ((re)considering the process of learning) Model the language of thinking and reinforce the processes of thinking, using “visible thinking” routines. Promote a range of tools for reflection and ensure that reflection activities are responsive and varied.

Social skills: Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers). Provide opportunities for students to reflect on their social skills. Use the language of the learner profile in conversations and discussions, and in the development of essential agreements. Model the social skills.

Communication skills: Plan opportunities for students to practice and apply these skills in meaningful contexts. Provide time for students to plan and prepare communication activities. Encourage

communication using different languages. Ask open-ended questions. Put thinking ahead of knowing. Have informal conversations. (Listening, reading, interpreting, Speaking).

Learner profile: Caring, Inquirer

Taught within the Unit of Inquiry - learning through language English

ORAL LANGUAGE:

Listening

- Listen attentively and considerately and respond in small- and large-group situations
- Hear and accept differences between languages

Speaking

- Express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others
- Ask questions and give appropriate answers
- Express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others

VISUAL LANGUAGE:

Viewing and presenting

- Understand that communication involves visual as well as verbal features
- Begin to use appropriate technology such as a computer, printer, digital camera
- Use a range of communications media (video, photography, computers, drama, texts with different types of layout) to locate, present and record information

WRITTEN LANGUAGE:

Reading

- recognise and appreciate different literary styles
- understand and respond to the ideas, feelings and attitudes expressed in various texts
- engage daily in individual silent reading with concentration
- read text aloud with fluency, expression and with regard to punctuation
- locate, select and use reference books, dictionaries and IT to find information
- use reading for pleasure, instruction and information

Writing

- write appropriately with correct directionality and spacing
- show knowledge of, and willingness to use an appropriate writing process (planning, drafting, editing, producing)
- write for a range of purposes, both creative and informational, for themselves and others (journal, personal diary, paragraphs, poems, different stories, book reports, descriptions, reports, posters, graphic organisers)

Taught within the Unit of Inquiry-learning through Mathematics

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, for example, tally marks, bar graphs
- represent the relationship between objects in sets using tree, Venn and Carroll diagrams
- collect, display and interpret data for the purpose of answering questions

Taught within the Unit of Inquiry - learning through Visual Arts

CREATING

- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials

RESPONDING

- make personal connections to artworks
- identify the materials and processes used in the creation of an artwork

Taught within the Unit of Inquiry - learning through Slovenian

ORAL LANGUAGE

Speaking

- Give instructions, directions and messages and respond to the instructions of others (nasprotja, prej-sedaj)
- Ask questions and give appropriate answers

WRITTEN LANGUAGE

Writing

- use content-specific vocabulary which may be connected to the unit of inquiry (živali, opisi živali, teksti o živalih)

Reading

- demonstrate an ability to read aloud and with appropriate vocal patterns about known topics
- read to skim and scan in order to find specific information quickly

VISUAL LANGUAGE

- Understand that signs, symbols and icons carry meaning

Taught within the Unit of Inquiry - learning through PSE

IDENTITY

- identify feelings and begin to understand how these are related to behaviour
- are aware of their emotions and begin to regulate their emotional responses and behaviour

INTERACTIONS

- cooperate with others
- ask questions and express wonderings

Taught within the Unit of Inquiry - learning through Music

RESPONDING

- respond and describe music characteristics or specify music events while listening to music
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

Taught as Subject specific (inquiry into Mathematics)

PATTERN AND FUNCTION

- understand the inverse relationship between addition and subtraction
- use the properties and relationships of addition and subtraction to solve problems
- understand the associative and commutative properties of addition

NUMBER

- read and write whole numbers up to 1000
- estimate quantities to 100 or beyond
- describe mental and written strategies for adding and subtracting two-digit numbers up to 100
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- develop strategies for memorizing addition and subtraction number facts
- estimate sums and differences
- read, write, compare and order cardinal and ordinal numbers
- use whole numbers up to hundreds or beyond in real-life situations
- use cardinal and ordinal numbers in real-life situations

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

INVASION 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
- demonstrate the ability to transfer knowledge about rules, etiquette and motor skills from one game or sport to another; hunter - zombie ball – handball,
- finding own role at group activities

Taught as Subject specific (inquiry into Music)

RESPONDING

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat
- sing partner songs and rounds
- explore body sounds and variety of untuned and tuned percussion instrument sounds

CREATING

- improvise simple ostinato accompaniments
- use voice and body to create musical patterns