



## GRADE 2

### LONG RANGE PLANS

#### DANILA KUMAR INTERNATIONAL SCHOOL

#### SCHOOL YEAR 2025 - 2026

##### TEACHERS:

Grade 2

##### TEACHERS:

Teja Klavs – homeroom teacher (Mathematics, English language, Science, Social Studies, Slovenian, Homeroom Lesson)  
Maša Šilar – 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: How we express ourselves

##### CENTRAL IDEA:

People express feelings and ideas through arts in various ways.

##### **LINES OF INQUIRY:**

- Emotions are expressed through various techniques (change)
- Artists and their artworks (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.

#### **GYMNASICS**

- 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

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### **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