

Grade Two Year Overview Sy 2020-2021

Semester 1	W1 Aug. 12-16	W2 Aug. 17-21	W3 Aug. 24-8	W4 Aug. 31- Sept. 4	W5 Sept. 7-11	W6 Sept. 14-18	W7 Sept. 21-25	Break Oct. 1-7	W8 Oct. 8-9	W9 Oct. 12-16	W10 Oct. 19-23	W11 Oct. 26-30	W12 Nov. 2-6	W13 Nov. 9-13	W14 Nov. 16-20	W15 Nov. 23-27	W16 Nov. 30- Dec. 4	W17 Dec. 7-11	W18 Dec. 14-18
Theme	Who We Are								How We Express Ourselves						Where we are in Place and Time				
Unit of Inquiry	<p>Central Idea: Our choices affect our interactions with others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Behaviour choices have consequences which impact others. (Connection) Thinking about how others might feel develops empathy. (Perspective) Reflection can help me make informed and appropriate choices. (Reflection) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING</p>								<p>Central Idea: Communities come together through expressions of culture.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways cultures are expressed (Form) Similarities and difference of expressions (Connection) Why we communicate cultural stories (Perspective) <p>LEARNER PROFILE LINKS: COMMUNICATORS, OPEN-MINDED</p>						<p>Central Idea: Communities interact with their natural environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's natural features (Form/ Function) Ways communities adapt to the environment (Causation) <p>LEARNER PROFILE LINKS: THINKERS, KNOWLEDGEABLE</p>				
Language Arts	<p>Launching Reading and Writing</p> <p>Writing: Launching Writer's Workshop with Small Moments, Narrative Text (Strategy Bootcamp)</p> <p>Reading: Launching Reader's Workshop, Readers Build Good Habits, Mixed Text (Strategy Bootcamp)</p> <p>Speaking & Listening:</p> <p>Viewing & Presenting:</p> <p>Year Long Unit: Opinion Writing</p>								<p>HWEQ Literacy Planning Document</p> <p>Writing: Myths, Legends and Folktales, Narrative Text (Lessons from the Masters WUOS Unit 1)</p> <p>Reading: Cultural Tales, Narrative Text (Second Grade Reading Growth Spurt, RUOS Unit 1)</p> <p>Speaking & Listening:</p> <p>Viewing & Presenting:</p> <p>Year Long Unit: Opinion Writing</p>						<p>Literacy Planner</p> <p>Writing: Informational Books: All About, Informational Text</p> <p>Reading: Reading to Learn About our World, Informational Text</p> <p>Speaking & Listening:</p> <p>Viewing & Presenting:</p> <p>Year Long Unit: Opinion Writing</p>				
Mathematics	<p>Math Unit 1: Numbers</p> <p>Number: The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Skills: Number, Geometry, Measurement, Algebra, Statistics and Probability</p> <p>Focus: Building Habits of a Good Mathematician through Knowledge & Understanding, Pattern, Communication and Problems Solving Skills.</p>								<p>Number: The operations of addition, subtraction are related to each other and are used to process information to solve problems.</p> <p>Algebra: Patterns can be represented using numbers and other symbols.</p> <p>Skills: counting, reading and writing, comparing and ordering, place value, addition, subtraction, pattern rules</p> <p>Unit Links: grids, time, Math Cooking (Volume, measurement), tallies,</p>						<p>Number: The operations of addition, subtraction are related to each other and are used to process information to solve problems.</p> <p>Algebra: Patterns can be represented using numbers and other symbols.</p> <p>Skills: counting, reading and writing, comparing and ordering, place value, addition, subtraction, pattern rules</p> <p>Unit Links: various graphs, time, temperature, distance, coordinates,</p>				
Science															<p>S.7 Student understand that different materials can be combined for a particular purpose (Chem)</p> <ul style="list-style-type: none"> · explore the local environment to observe a variety of materials, and describing ways in which materials are used · investigate the effects of mixing materials together 				
Humanities	<p>H1. Collect data and information from observations and identify information and data from sources provided</p> <p>H2. Explore a point of view</p>								<p>H2. Explore a point of view</p> <p>H3 Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps</p>						<p>H.3 Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps</p> <p>H.4 Understand how changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)</p>				
Mandarin Phases 1&2	Courtesy words. Class instructions and routines. Expression of daily needs. Self-introduction. Feelings and emotions.								The vocabulary of colors & shapes. Common signs and symbols in Chinese. Pictographic characters.										
Mandarin Phases 3&4	Learner profiles, class essential agreements. Self-introduction. Holiday sharing. Feelings and emotions.								Pictographic characters. Common signs and symbols in Chinese. The different writing formats: poetry, nursery rhymes, Chinese painting etc. Story telling. Games in China.						Vocabulary of landform. The geography of Nanjing. Weather and seasons. The challenges and opportunities for people living in Nanjing.				
Mandarin Phase 5	Learner profiles, behavior choices & consequences. Personal narratives.								Weather & environment changes. The challenges and opportunities in different environments. Narrative writing.						Pictographic characters. The common radicals of characters. Chinese punctuations. Poetry writing.				

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Mandarin Phase 6	大自然的秘密 积累并运用表示动作的词语。 借助图片，了解课文的内容。 培养学生对书的认识及良好阅读习惯的养成。 识字 引导学生发现汉字规律，运用形声字形旁表义、声旁表音的特点归类识字。 鼓励学生运用已经掌握的识字方法自主识字。 学习部首查字法		儿童生活 阅读课文，能说出自己的感受和想法。 借助助词，尝试讲述课文内容。 家乡 联系上下文和生活经验，了解词句的意思。 学习课文的语言表达，积累语言。 学习留言条。		思维方法 学习目标： 初步体会课文讲述的道理。 感受和体会课文语言表达的多样性，学习表达
PE	Adventure Challenge	Net Games – Part 1: Introduction to	Badminton	Invasion Games: Attacking and Defensive Concepts concepts for Basketball, Soccer and Floor Hockey	
Personal, Social & Emotional Growth	Second STEP Program Unit 1: Skills for Learning		Second STEP Program Unit 2: Empathy and the Anti-Bullying Unit.		
Child Protection	Right to be Safe: Develop understandings about emergencies and risk-taking by exploring and examining consequences and making decisions, the concept of a personal emergency is introduced.		Relationships: Develop an understanding of trust and trusted networks to consider who will listen to them and help them when they feel unsafe. Students explore a range of people who they may not know, but who may be able to help them if needed.		
Swimming	Water safety skills in swimming	Swimming skills: One major stroke	Survival & safety in swimming pools	NO PROGRAM	
Performing Arts	Learner Profile	Sources of Inspiration			Grade 2-5 Production
Design	Design for Extreme Environments			Animation and Movie Making	
Digital Citizenship	<ul style="list-style-type: none"> illustrate how to be safe offline and online. demonstrate the need to ask an adult if they are unsure about any digital content. 	<ul style="list-style-type: none"> write clear and polite comments on Seesaw. describe information that could go online 		<ul style="list-style-type: none"> illustrate important parts of text communication. proofread Seesaw comments, posters, and other messages to be sent to others. 	

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Semester 2	W19 Jan. 11-15	W20 Jan. 18-22	W21 Jan. 25-29	W22 Feb. 1-5	W23 Feb. 8-10	NY Break	W24 Feb. 22-26	W25 Mar. 1-5	W26 Mar. 8-12	W27 Mar 15-19	W28 Mar. 29- Apr. 2	Break Apr. 5-9	W29 April 12-16	W30 Apr 19-23	W31 Apr 26-30	W32 May 4-7	W33 May 10-14	W34 May 17-21	W35 May 24-28	W36 May 31- June 4	W37 Jun. 7-11	W38 Jun .15-18
Theme	Where we are in Place and Time		How the World Works					Sharing the Planet					How We Organize Ourselves									
Unit of Inquiry	<p>Central Idea: Communities interact with their natural environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's natural features (Form/Function) Ways communities adapt to the environment (Causation) <p>LEARNER PROFILE LINKS: THINKERS, KNOWLEDGEABLE</p>		<p>Central Idea: The design of a structure is based on its purpose.z</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Using scientific and technological knowledge to design structures (Causation) Materials and shapes have properties that can be used to serve the structure's purpose. (Function) Structures are made up of shapes, materials. (Form) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, KNOWLEDGEABLE</p>					<p>Central Idea: Human activities affect living things.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> All living things are dependent on other living things. (Connection) Human actions have consequences. (Causation) We can help or harm living things (Responsibility) <p>LEARNER PROFILE LINKS: CARING, BALANCED, REFLECTIVE</p>					<p>Central Idea: Communities are organized around economic activities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Features of economic activities within our community (Form) Ways that products and services are exchanged (Function, Connection) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING, RISK-TAKERS</p>									
Language Arts	<p>Writing: Informational Books: All About, Informational Text</p> <p>Reading: Reading to Learn About our World, Informational Text</p> <p>Speaking & Listening:</p> <p>Viewing & Presenting:</p> <p>Year Long Unit: Opinion Writing</p>		<p>Writing: Writing Like an Engineer, Informational Text</p> <p>Reading: Becoming Experts: Reading Nonfiction, Informational Text *Needs to change*</p> <p>Speaking & Listening:</p> <p>Viewing & Presenting:</p> <p>Year Long Unit: Opinion Writing</p>					<p>Viewing</p> <p>Writing: Poetry</p> <p>Reading: A Focus on Fluency: Readers Theater</p> <p>Speaking & Listening:& Presenting:</p> <p>Year Long Unit: Opinion Writing</p>					<p>Writing: Realistic Fiction, Narrative Text</p> <p>Reading: Following in our Character's Footsteps, Narrative Text</p> <p>Speaking & Listening:</p>									
Mathematics	<p>Number: The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Algebra: Patterns can be represented using numbers and other symbols.</p> <p>Skills: addition, subtraction, multiplication and division</p> <p>Unit Links: tallies, various graphs, time</p>		<p>Geometry: Geometric shapes and associated vocabulary are used for representing and describing objects in real-world situations.</p> <p>Skills: comparing 2D shapes and 3D objects, transformations, area and perimeter</p> <p>Unit Links: fractions, decimals</p>					<p>Measurement: Objects and events have attributes that can be measured using appropriate tools.</p> <p>Statistics & Probability: Information can be expressed as ordered and structured data</p> <p>Skills: exploring length, mass, volume and capacity, tally charts, create and interpret graphs</p> <p>Unit Links: fractions, decimals</p>					<p>Number: The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Measurement: Relationships exist between standard units that measure the same attributes.</p> <p>Skills: addition, subtraction, multiplication and division, fractions and decimals</p> <p>Unit Links: patterns, data handling The T-Shirt Factory</p>									
Humanities	<p>H.4 Understand how changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)</p>												<p>H1. Collect data and information from observations and identify information and data from sources provided</p> <p>H2. Explore a point of view</p> <p>H.3 Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps</p> <p>H.4 Understand how changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)</p>									
Science	<p>S.7 Student understand that different materials can be combined for a particular purpose (Chem)</p> <ul style="list-style-type: none"> explore the local environment to observe a variety of materials, and describing ways in which materials are used investigate the effects of mixing materials together <p>S.8 Students understand that a push or a pull affects how an object moves or changes shape (Physics)</p> <ul style="list-style-type: none"> explore how different strengths of pushes and pulls affect the movement of objects 							<p>S.6 Students understand that people use science in their daily lives, including when caring for their environment and living things</p> <ul style="list-style-type: none"> monitor information about the environment and Earth's resources, such as rainfall, water levels and temperature identify the ways humans manage and protect resources, such as reducing waste and caring for water supplies recognise that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources <p>S.9 Students understand that Earth's resources are used in a variety of ways (Earth)</p>					<p>H1. Collect data and information from observations and identify information and data from sources provided</p> <p>H.3 Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps</p> <p>H.4 Understand how changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)</p>									

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		· identify the Earth's resources including water, soil and minerals, and describing how they are used in the school · identify actions at school that can conserve resources	
Mandarin Phases 1&2	Places in a school and school activities. Stationery in classroom and items. Buildings around school community.	Vocabulary of nature. Animals' names, food, appearance, behaviors and habitats. Actions helpful for living things.	Chinese currency. Quantifiers. Vocabulary of food and drinks. Vocabulary and expression of buying, selling and expressing needs in a trip.
Mandarin Phases 3&4	Vocabulary of school buildings. Buildings around school community.	Vocabulary of living things and environmental ecosystems. Animal life-cycles. Our responsibilities towards living things.	Vocabulary of food and drinks, express needs in a trip. Vocabulary of different forms of slogans and information posters.
Mandarin Phase 5	Shapes and material used in structures. Prepositions adjectives and opposites. Types and purposes of Chinese building. Exposition writing.	Animal life-cycles and food web. Living & non-living elements in an ecosystem. Human helpful & harmful actions on living things. Our responsibilities towards living things. Persuasive writing.	The vocabulary of materials, natural source & daily waste. The actions to minimize waste. Practical writing.
Mandarin 6	伟人 借助助词句，能讲述课文内容。 观察图画，了解每幅图的意思，能按顺序讲清楚图意。	想象 学习默读，试着做到不出声。 图文对照，想象画面理解古诗。 想象中编故事	相处 综合运用多种方法自主识字、自主阅读，读懂课文 借助提示，复述课文。 继续学习默读。 通过故事内容，感受应该怎样与人相处
PE	Movement Composition: Skipping & Hula hoops	Athletics	Net Games – Part 2: Extension of Badminton and introduction to Volleyball
Personal, Social & Emotional Growth	Second STEP Program Unit 2: Empathy (Revisited); Unit 3 Emotion Management and Unit 4: Problem Solving.		
Child Protection	The difference between good and bad secrets are explored. The concept of privacy is reintroduced. Students are encouraged to think in helpful, positive ways that promotes resiliency. Age appropriate assertive communication, persistence and resiliency are all explored.		
Swimming	NO PROGRAM	Developing swimming skills in the major strokes TWO	Developing swimming skills in the major strokes TWO
Performing Arts	Grade 2-5 Production		Arts Appreciation
Design	Structures		Making Things to Sell
Digital Citizenship	• Search using multiple means – typing, speaking, image search, QR code.	• Demonstrate a mental-model of connections in real life and on the internet. • Make good choices with provided websites and apps.	