

Grade 2 Curriculum Handbook

BBS Vision and Mission

Our vision: A community of ‘vibrant and global thinkers’.

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

The PYP Framework and Berliner Rahmenlehrplan

The PYP programme offers an international curriculum, which addresses the whole child, catering for children’s academic, social and emotional growth through an inquiry-based approach. The programme at BBS is aligned with the Berliner Rahmenlehrplan (local Berlin state curriculum.) The PYP framework is transdisciplinary and connections are made across curriculum areas in both English and German, where authentic and meaningful.

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Language

In Grade 2, we use the Daily 5 curriculum approach to teach the routines and strategies required for the five pillars of language development: Work on Writing, Word Work (spelling), Read to Someone, Listen to Reading, and Read to Self. We incorporate the use of information technology into our language learning.

Reading

In Grade 2, children are developing an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading. We use the Readers' Cafe strategies to develop fluency, accuracy, comprehension and vocabulary. Children should be reading at home regularly and we encourage parents to read and take time to share stories with their children. Children take part in guided reading sessions throughout the year. They have a Library session each week, and also access to hundreds of online books via the GetEpic website.

Writing

Children have opportunities to write in a range of styles, often in the context of the unit of inquiry. Writing styles explored in Grade 2 include:

- Interviews
- Non-fiction reports
- Recounts/Diaries/Journals/Blogs
- Fictional narrative
- Research report
- Persuasive writing
- Procedural writing

- Poetry

Speaking and Listening

Children develop their understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They develop their awareness that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Viewing and Presenting

Children develop an open mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Children with English as an Additional Language (EAL) receive support either in class or in small group sessions.

For a fuller breakdown of language learning objectives, please refer to the curriculum documents on the school website.

Digital Literacy

We integrate ICT skills into several facets of language development using platforms such as Seesaw, Discovery Espresso, GetEpic, audio texts and videos.

German A

In Anknüpfung an die Bildungsstandards der Kultusministerkonferenz für den Deutschunterricht werden fünf Kompetenzbereiche ausgewiesen, die in vielfältiger Weise miteinander verzahnt sind. In den prozessbezogenen Kompetenzbereichen Sprechen und Zuhören, Schreiben und Lesen werden dabei sowohl produktive als auch rezeptive Kompetenzen ausgewiesen, die – als sprachliche Handlungen und Routinen – sowohl fachbezogen als auch überfachlich bedeutsam sind.

Die fachspezifischen Kompetenzbereiche “Mit Texten und Medien umgehen” und “Sprachwissen und Sprachbewusstheit entwickeln” weisen die Teilgebiete des Faches aus, in denen die prozessbezogenen Kompetenzen im Unterricht erworben werden. Das Curriculum der BBS basiert auf den Vorgaben des Berliner Rahmenlehrplans (ein Link dazu finden Sie auf der schulinternen Website).

Kompetenzen:

<p>Sprachwissen und Sprachbewusstheit entwickeln</p> <ul style="list-style-type: none"> - Sprache nutzen und Sprachgebrauch untersuchen - sprachbewusst handeln 	<p>Sprechen und Zuhören</p> <ul style="list-style-type: none"> - zu anderen sprechen - mit anderen sprechen - verstehend zuhören 	<p>Mit Texten und Medien umgehen</p> <ul style="list-style-type: none"> - literarische Texte erschließen - Sach- und Gebrauchstexte erschließen - Texte in anderer medialer Form erschließen
	<p>Schreiben</p> <ul style="list-style-type: none"> - Schreibfertigkeiten nutzen - richtig schreiben - Schreibstrategien nutzen 	
	<p>Lesen</p> <ul style="list-style-type: none"> - Lesefertigkeiten nutzen - Lesestrategien nutzen - Textverständnis sichern 	

Die Themen, anhand derer die Schülerinnen und Schüler diese Inhalte lernen sollen, sind frei wählbar und werden von den Lehrkräften festgelegt. Zum Beispiel ist einer der literarischen Texte, welche von den Deutschlehrern der BBS ausgewählt wurde u.a., "Alexander von Humbold", aus der Reihe Little People Big Dreams, Insel Verlag. Dieser passt thematisch in die PYP Unid Exploration der Klasse 2.

Inhalte vermittelt:

Sprachstruktur:

- Laute, Buchstaben; Laut-Buchstabenzuordnung auch im Vergleich zum Englischen;
- Silben, Worte, kurze Sätze und Texte mit einfachem Grundwortschatz

Schreibformen:

- Listen, Briefe, Notizen (Merkzettel)

Gesprächsformen:

- Anliegen äußern (Höflichkeitsregeln)
- Kurzer Vortrag/Bericht über das Wochenende /Ferien

Texte:

- Kinderbücher (Oxford Lesebaum)

- Kurze erzählende Texte
- Altersangemessene Sachbücher
- Kinderlexika
- Persönliche Briefe
- Kinderlieder und Gedichte

Im Unterricht wird das Lehrmaterial Piri 2 (Klett Verlag) und Lies mal Hefte (Jahndorf Verlag) verwendet.

German B

In Grade 2 the focus is on oral communication. The students acquire language through singing songs, listening to stories and learning key vocabulary in each unit. There are also opportunities to participate in structured role plays. The students are encouraged to copy and to read familiar words and by the end of the year, short sentences closely related to the unit.

Unit 1: Wer bin ich?

Unit 2: Mein Zuhause, meine Gegend

Unit 3: Alles über den Winter

Unit 4: Meine Schule, mein Klassenzimmer

Unit 5: In der Stadt - Die Verkehrsmittel und die Geschäfte.

Unit 6: Die Natur

Maths

Grade 2 children learn about the following Mathematics topics:

- Place value with numbers up to 1,000
- Addition and subtraction up to 100
- Multiplication tables 2, 3, 4, 5 and 10
- Strategies for multiplication and division such as repeated addition and subtraction and arrays
- Modelling simple fractions
- Representing and reading data in bar charts, pictographs, tally charts, Venn and Carroll diagrams
- Probability
- 2D and 3D shape
- Symmetry
- Measurement
- Time
- Compass directions
- Coordinates
- Capacity
- Pattern and function

Children have access to Mathletics (monolingual), or Matific and Anton (bilingual) to practice and consolidate their learning in Maths digitally.

Unit of Inquiry

Children inquire into six transdisciplinary units. Each unit is explored in a block of approximately 6 weeks.

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Unit title	Culture	Exploration	Storytelling	Lifecycles	The Journey of Food	Water
Central idea	Learning about different cultures helps us become active global citizens	Exploration leads to discovery and new understandings	Stories can have different purposes and be communicated in different ways	All plants go through a process of change.	There are systems in place which bring food to our homes.	Water is a limited resource that is essential for all life
Lines of inquiry	<p>Features of our own cultures</p> <p>Similarities and differences between cultures</p> <p>How we show respect and open-mindedness towards other cultures</p>	<p>Why people explore</p> <p>What we learn through exploration</p> <p>How exploration is carried out</p>	<p>Different forms of stories</p> <p>Why people tell stories</p> <p>How stories can be adapted for different media</p>	<p>The parts and functions of plants</p> <p>The conditions that plants need to grow</p> <p>The changes that happen in the lifecycle of plants</p>	<p>Where our food comes from</p> <p>Systems of production and transportation of food</p> <p>Effects of consumer choices</p>	<p>The processes which bring us clean water and take away dirty water</p> <p>How water moves around the water cycle and is distributed around the world</p> <p>Our responsibilities with regards to water</p>
Key concepts	<p>Form</p> <p>Connection</p> <p>Responsibility</p>	<p>Causation</p> <p>Perspective</p> <p>Change</p>	<p>Form</p> <p>Function</p> <p>Perspective</p>	<p>Form</p> <p>Change</p> <p>Causation</p>	<p>Connection</p> <p>Change</p> <p>Responsibility</p>	<p>Function</p> <p>Responsibility</p>
Learner Profile	<p>Inquirer</p> <p>Open-minded</p>	<p>Inquirer</p> <p>Risk Taker</p>	<p>Communicator</p> <p>Reflective</p>	<p>Thinker</p> <p>Knowledgeable</p>	<p>Communicator</p> <p>Principled</p>	<p>Caring</p> <p>Principled</p>

Science

Science learning takes place within the context of the units of inquiry. The science strands are:

- Living things
- Earth and space
- Forces and energy
- Materials and matter

In the 'living things' strand, children learn about: the effect of light, air, water and temperature on plant growth; the role of the leaf in producing new material for growth; the parts of a flowering plant; how water sustains plant life.

In the 'materials and matter' strand, children learn about how water changes from one state to another; the different forms of water and methods of filtering water.

In the 'forces and energy' strand, children learn about: the sun as the source of energy for living plants to grow and develop; In the 'Earth and space' strand, children learn about; how water gets to our homes and what happens after we use it.

The science skills developed throughout the PYP science curriculum are:

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions

Social Studies

Social Studies learning takes place within the context of the units of inquiry. The Social Studies strands are

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

In the 'human systems and economic activities' strand, children learn about: different ethical practices related to the trade of products; how the buying habits of a local community can affect the local economy; the process involved in the production, transport and consumption of food; how people around the world trade in the local, national and global markets

In the 'social organization and culture' strand, children learn about: the features of their own culture and other cultures.

In the 'continuity and change through time' strand, children learn about: the reasons why people feel compelled to explore the unknown; the impact of exploration on people in the past, present and future; how available technology influences people's abilities to explore.

In the 'human and natural environments' strand, children learn about water sources in different places around the world

In the 'resources and the environment' strand, children learn about; why fresh water is a limited resource; the relationships between the location of water and population distribution; systems of water storage and usage, both natural and human-made; water issues around the world.

The Social Studies skills developed throughout the PYP social studies curriculum are:

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Visual Arts

When creating works of art, children in Grade 2 show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

When responding to works of art, Grade 2 children show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Children in Grade 2 will develop their awareness of line, shape, form, space, colour, texture and value. They do so through a variety of media such as drawing, painting, pastels, 3D work, collage and photography.

Physical Education

Grade 2 children will identify ways to live a healthier lifestyle and understand how daily practices influence short- and long-term health. They will understand that there are substances that can cause harm to health. They will demonstrate an understanding of the principles of training in developing and maintaining fitness and identify different stages of life and how these can affect physical performance. They will develop plans to improve performance through technique refinement and practice and demonstrate greater body control when performing movements. They will self-assess performance and respond to feedback on performance from others and plan, perform and reflect on movement sequences in order to improve. Learners will identify potential personal and group outcomes for their behaviour.

Grade 2 children cooperate in group and team activities and can take on different roles. They engage in group problem solving and are able to communicate verbally and non-verbally. They will develop and apply the skills needed to play a variety of team games. They will utilize basic strategies in team games.

The Physical Education strands are:

- Individual pursuits (athletics, pedometer challenge)
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges (team building)
- Health-related fitness (pedometer challenge)

Music

Grade 2 children will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical *elements*. They will control and develop musical ideas in *composition* and will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

The Music strands are:

- recognises differences in dynamics, pitch, tempo, and rhythm
- discusses music and musical performances
- evaluates musical performances
- uses simple notation
- recognises and repeats rhythms and melodies
- follows the pulse
- repeats sung melodies
- plays rhythms
- responds to the group when playing in an ensemble
- plays music with the appropriate mood
- experiments with pitches, timbres, and sounds
- composes or arranges music according to instructions

Unit	Description
Combining Rhythms	Students work in rhythm groups, learning how to play different rhythms to the same pulse.
Keyboards	Students learn the note positions on the staff, then work out the notes in Twinkle, Twinkle Little star, before learning to play this on the keyboard.

Food Based Rhythms	Students create a rhythmic phrase containing their favourite food. They then learn how to play these rhythms together in groups on different percussive instruments to the same pulse. They then create posters notating their rhythms.
Painting with Sound	Students work in groups to create music for a video of a cartoon.
Reading Rhythms	Students study note values and work out how to play rhythms.
Ukulele	Students learn to sing and play the ukulele for the Wheels on the Bus.

Personal Social and Health Education

PSHE is the responsibility of all teachers and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE lessons when appropriate. Our PSHE framework also encompasses the Zones of Regulation programme, which teaches self-regulation, and the Positive Discipline framework which supports the development of essential social skills. There are three PSHE strands:

- **Myself**
Strand units: self-identify; taking care of my body; growing and changing, safety and protection
- **Myself and others**
Strand units: myself and my family; my friends and other people; relating to others; resolving conflict
- **Myself and the wider world**
Strand units: developing citizenship; media education

Information and Communications Technology (ICT)

ICT is not taught as a discreet subject but rather is integrated into the units of inquiry as well as other curriculum areas. With technology, we aim to provide opportunities for students to develop skills identified in the PYP ICT strands: investigating, creating, communicating, collaborating and organising, whilst becoming responsible digital citizens.

Digital tools and platforms used in Grade 2 may include (but are not limited to): using an iPad and laptop, Seesaw, GetEpic, Google Docs and Google Slides.