

Year 2 Curriculum Handbook

Overview

As of September 2018, The International School of Brno (ISB) has begun implementing the International Baccalaureate Primary Years Programme as a candidate school. The International Baccalaureate (IB) is a highly acclaimed educational program. The Primary Years Programme (PYP) was established in 1997 and provides a curriculum framework for students aged 3 - 12. Please visit our website to see the timeline for PYP authorization.

The IB offers a significant, challenging, engaging and relevant curriculum model that meets the needs of international student populations. It offers a framework that specifies what students learn, how they should learn and how they should be assessed. Schools use this framework to develop a high-quality curriculum that meets the needs of their student population and the local environment.

The Written Curriculum: What do students learn?

The PYP addresses students academic needs in addition to their social and emotional well-being. The IB identifies five key elements that students should develop: knowledge, understandings (concepts), skills and attributes.

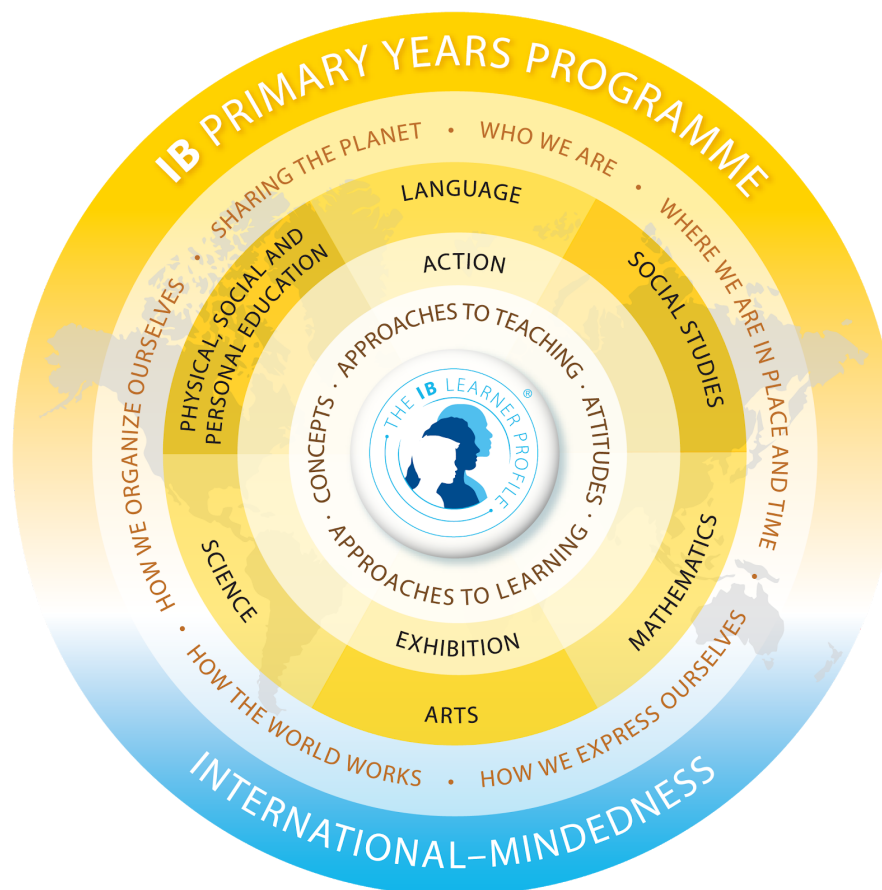
Key Knowledge: Transdisciplinary Themes

The PYP is a transdisciplinary programme, meaning it consists mainly of integrated units of learning where traditional subjects like mathematics and language are learned in the context of the unit of inquiry. There are six subject areas, Language, Mathematics, Social Studies, Science, Arts, and Personal Social Physical Education, which are taught through six themes: Who We Are, Where We Are in Place & Time, How the World Works, How We Express Ourselves, How We Organize Ourselves and Sharing the Planet

*** More details about each subject is described further in this handbook.*

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Early Years classes (K1 - Year 1) have four units, while Primary School classes (Year 2 - Year 6) have six. The programme ends with the PYP Exhibition which is an exhibit by the year 6 students of their learning through their primary years.



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Key Understandings (Concepts)

The key concepts are essential to our programme and the way in which we plan to transfer learning between subject areas. You will see particular concepts identified within the units of inquiry.

Form

Key question: What is it like?

Definition: The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function

Key question: How does it work?

Definition: The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation

Key question: Why is it like it is?

Definition: The understanding that things do not just happen, that there are causal relationships, and that actions have consequences.

Change

Key question: How is it changing?

Definition: The understanding that change is the process of movement from one state to another.

Connection

Key question: How is it connected to other things?

Definition: The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

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Perspective

Key question: What are the points of view?

Definition The understanding that knowledge is led by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary

Responsibility

Key question: What is our responsibility?

Definition: The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference

Key Skills (Approaches to Learning)

The Approaches to learning are valuable, not only to the units of inquiry but for any teaching and learning experience, and are therefore integrated into everything that we do at ISB. They are planned for in every subject area, giving teachers and students a common language with which to support the making of connections between different areas of learning.

Self Management skills

Organization: Managing time and tasks effectively

States of mind: Using strategies that manage state of mind

Social Skills

Interpersonal relationships, social and emotional intelligence: Developing positive interpersonal relationships and collaboration

Communication Skills

Exchanging information: Listening, interpreting and speaking

Symbolic exploration and expression

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Research Skills

Information literacy: Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media literacy: Interacting with media to use and create ideas and information

Thinking Skills

Critical Thinking: Analysing, Evaluating and Forming Decisions

Creative Thinking: Generating novel ideas and considering new perspectives

Key Attributes (Learner Profile)

The aim of all IB programmes is to develop internationally minded people. Therefore, IB learners strive to be:

Inquirers: Asking good questions and seeking good answers.

Knowledgeable: Understanding the world in different ways and in different contexts.

Thinkers: Making ethical decisions through critical thinking.

Communicators: Expressing thoughts, emotions, ideas and opinions with confidence and clarity in multiple languages.

Principled: Acting with honesty, fairness, integrity, accountability and always respecting others.

Open-minded: Seeking to learn about new cultures and their history while also learning about and appreciating our own.

Caring: Being compassionate and making a genuine effort to make the world a better place.

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Risk-takers: Welcoming challenges and change.

Balanced: Working to ensure that we take care of our emotional, physical, intellectual and spiritual well-being and helping others to do the same.

Reflective: Looking objectively about our own strengths and weaknesses and always setting goals.

The Taught Curriculum: How do students learn?

The main approach in the PYP is an inquiry-based approach. Inquiry is the process that moves students from their current level of understanding to a new and deeper level of understanding. Inquiry can look like: exploring, questioning, experimenting, playing, solving problems in a variety of ways, making predictions, defending a position, making and testing theories, collecting data and reporting findings.

Students are given voice, choice, and ownership over their own learning. With teacher facilitation, they are expected to be active participants, develop independence and take responsibility for their learning. At ISB we recognize that students learn differently, therefore learning in all subjects is differentiated for the specific needs of each child.

The Assessed Curriculum: How do we know what students have learned?

Regular assessments are carried out to provide feedback on the learning process:

- **Pre-assessment:** before the students start a unit to find out what they already know.
- **Ongoing assessment:** throughout the unit to find out how they are progressing
- **Summative assessment:** at the end of the unit, to find out what students have learned.

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Teachers use assessment to identify what students know, understand, can do and feel. The purpose, means and outcomes of assessments should be clearly explained to all members of the learning community through SeeSaw, conferences and shares (see page 17 for more information about each of these or review our assessment policy available on the school website).

Year 2 Units of Inquiry

*September 2 - 6: Unit 0 Orientation to learning at ISB

Sept. 9 - Oct. 23	Oct. 31 - Dec. 13	Jan. 6 - Feb. 13	March 3 - April 1	April 14 - May 29	June 1 - June 19
How We Express Ourselves	How the World Works	Where We Are in Time & Place	How we Organize Ourselves	Sharing the Planet	Who We Are
<p>Central idea: Symbols can be used to communicate a message</p> <p>Lines of Inquiry: -Uses of signs and symbols -How symbols express ideas -Finding the meaning of symbols</p> <p>Key Concepts: Connection, Perspective</p>	<p>Central idea: The relationship between the sun and the Earth shapes natural cycles.</p> <p>Lines of Inquiry: -night and day -seasonal cycles around the world -daily life during seasonal cycles</p> <p>Key Concepts: Change, Connection, Function</p>	<p>Central idea: People can use historical evidence to make predictions and learn about the past.</p> <p>Lines of Inquiry: -How people discover and observe artifacts -How we use evidence to make predictions -How artifacts help us learn about the past</p> <p>Key Concepts: Form, Function, Connection</p>	<p>Central idea: Transportation systems allow people and communities to connect.</p> <p>Lines of Inquiry: -Transportation in our everyday lives -How transportation systems are organized -How transportation systems connect people and communities</p> <p>Key Concepts: Connection, Form, Function</p>	<p>Central idea: People can make everyday choices to support the sustainability of Earth's resources.</p> <p>Lines of Inquiry: -What a healthy environment includes -Positive and negative impacts humans have on the environment -actions to improve our local and global environment.</p> <p>Key Concepts: Responsibility, Causation, Perspective</p>	<p>Central idea: Our choices shape our health and well being.</p> <p>Lines of Inquiry: -Well balanced lifestyle -Healthy and unhealthy choices and their effect on our health -What I can do to stay safe and healthy</p> <p>Key Concepts: Responsibility, Causation, Form</p>

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Science

Throughout the early and primary years at ISB, students learn about the following strands of science: living things, earth and space, materials and matter, forces and energy. They develop skills which allow them to act as scientists and carry out their own inquiries.

Science learning is linked to the unit of inquiry and students engage in inquiries which allow them to use scientific knowledge and develop research and thinking skills. In year 2, students explore the following scientific topics: Earth cycles (unit 2), Earth's resources (unit 5) and health and nutrition (unit 6).

Social Studies

Throughout the early and primary years at ISB, students learn about the following social studies strands: social organization and culture, continuity and change throughout time, human and natural environments, resources and the environment

Social studies learning is linked to the unit of inquiry and students engage in inquiries which allow them to develop an understanding of the world through globally significant themes. Using a variety of sources, students learn to ask compelling questions, are encouraged to share ideas and take action. In year 2, students explore the following social studies topics: cultural symbols (unit 1), historical artifacts (unit 3), transportation (unit 4) and sustainability (unit 5).

Mathematics

Students are given the opportunity to see themselves as mathematicians, as they explore the following mathematical strands: data handling, measurement, shape and space, pattern and function and number.

When learning mathematics students take part in activities that allow them to understand mathematical concepts, transfer this meaning into symbols and apply independently with understanding.

When constructing meaning about mathematical concepts students may...

- explore their own personal experiences, understandings and knowledge

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- reflect upon interactions with objects and ideas
- interact with manipulatives/tangible materials
- engage in conversations with others

When transferring meaning into symbols students may...

- use symbolic notation: pictures, diagrams, modelling with concrete objects, math symbols (e.g. +, -, x, :, %)
- describe their own method using symbolic notation
- transfer into equations

When applying with understanding students may...

- engage in authentic activities (hands-on, problem solving, realistic situations)
- select their own method and explain their thinking
- justify answers and the processes by which they arrive at solutions
- make and evaluate their own and each other's idea

Students will be introduced to the learning objectives below during year 1. In year 2, students review and consolidate these skills and understandings with the expectation that most year 2 students are able to apply all of the objectives by the end of the school year.

	Data Handling	Measurement	Shape and Space	Pattern and Function	Number
<i>When constructing meaning learners:</i>	<p>Understand that sets can be organized by one or more attributes</p> <p>Understand that information about themselves and their surroundings can be collected and recorded in different ways</p>	<p>Understand the use of standard units to measure, for example, length, mass, money, time, temperature</p> <p>Understand that tools can be used to measure</p> <p>Understand that calendars can be used to determine</p>	<p>Understand that there are relationships among and between 2D and 3D shapes</p> <p>Understand that 2D shapes and 3D Shapes can be created by putting together and/or taking apart other shapes</p>	<p>Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting</p> <p>Understand the inverse relationship between addition and subtraction</p>	<p>Model numbers to hundreds or beyond using the base 10 place value system</p> <p>Estimate quantities to 100 or beyond</p> <p>Model simple fraction relationships</p>

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	<p>Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain)</p>	<p>the date and to identify and sequence days of the week and months of the year</p> <p>Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes, seconds</p>	<p>Understand that examples of symmetry and transformations can be found in their immediate environment</p> <p>Understand that geometric shapes are useful for representing real-world situations</p> <p>Understand that directions can be used to describe pathways, regions, positions, and boundaries of their immediate environment</p>	<p>Understand the associative and commutative properties of addition</p>	<p>Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference</p> <p>Model addition and subtraction of whole numbers</p> <p>Develop strategies for memorizing addition and subtraction number facts</p> <p>Estimate sums and differences</p> <p>Understand situations that involve multiplication and division</p> <p>Model addition and subtraction of fractions with the same denominator</p>
<p><i>When transferring meaning into symbols learners:</i></p>	<p>Collect and represent data in different types of graphs, for example, tally marks, bar graphs</p> <p>Represent the relationship between objects in sets using tree, Venn and Carroll diagrams</p>	<p>Estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature</p> <p>Read and write the time to the hour, half-hour and quarter-hour</p> <p>Estimate and compare</p>	<p>Sort, describe and label 2D and 3D shapes</p> <p>Analyze and describe the relationships between 2D and 3D shapes</p>	<p>Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers</p> <p>Describe number patterns, for example, odd and even numbers, skip counting</p>	<p>Read and write whole numbers up to hundreds or beyond</p> <p>Read, write, compare and order cardinal and ordinal numbers</p> <p>Describe mental and written strategies for adding and</p>

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	Express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain)	lengths of time: second, minute, hour, day, week and month	<p>Create and describe symmetrical and tessellating patterns</p> <p>Identify lines of reflective symmetry</p> <p>Represent ideas about the real world using geometric vocabulary and symbols, for example through oral, drawing, modeling, labeling</p> <p>Interpret and create simple directions, describing paths, regions, positions, and boundaries of their immediate environment</p>		subtracting one- digit numbers.
<i>When applying with understanding learners:</i>	<p>Collect and represent data in different types of graphs, for example, tally marks, bar graphs</p> <p>Collect, display and interpret data for the purpose of answering questions</p> <p>Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)</p>	<p>Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature</p> <p>Use measures of time to assist with problem-solving in real-life situations</p>	<p>Analyze and use what they know about 3D shapes to describe and work with 2D shapes</p> <p>Recognize and explain simple symmetrical designs in the environment</p> <p>Apply knowledge of symmetry to problem solving situations</p> <p>Interpret and use simple directions, describing paths, regions, positions and</p>	<p>Extend and create patterns in numbers, for example, odd and even numbers, skip counting</p> <p>Use number patterns to represent and understand real-life situations</p> <p>Use the properties and relationships of addition and subtraction to solve problems</p>	<p>Use whole numbers up to hundreds or beyond in real-life situations</p> <p>Use cardinal and ordinal numbers in real-life situations</p> <p>Use fast recall of addition and subtraction number facts in real-life situations</p> <p>Use fractions in real-life situations</p>

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	<p>Use tree, Venn and Carroll diagrams to explore relationships between data</p> <p>Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain)</p>		<p>boundaries of their immediate environment</p>		<p>Use mental and written strategies for addition and subtraction of two-digit numbers and beyond</p> <p>Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies or by using a calculator</p> <p>Use strategies to evaluate the reasonableness of answers</p>
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English Language

English language learning includes the following strands: speaking and listening, viewing and presenting, reading and writing. Students participate in a wide range of activities using a variety of resources. English language learning occurs throughout the school day in all subjects, as well as during specific English language lessons.

Students begin learning the objectives below during year 1. In year 2, they review and consolidate these skills with the expectation that most year 2 students are able to meet each objective by the end of the school year.

Listening & Speaking	Viewing & presenting	Reading	Writing
<p><i>Learners:</i></p> <p>listen and respond in small or large groups for increasing periods of time</p>	<p><i>Learners:</i></p> <p>show understanding of visual information through discussion, role</p>	<p><i>Learners:</i></p> <p>select and reread favourite texts for enjoyment</p>	<p><i>Learners:</i></p> <p>enjoy writing and value their own efforts.</p>

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<p>listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</p> <p>memorize and join in with poems, rhymes and songs</p> <p>follow and understand classroom instructions</p> <p>recount personal experiences</p> <p>gather simple information from accessible spoken texts</p> <p>distinguish the beginning, medial and ending sounds of words with increasing accuracy</p> <p>follow two-step directions</p> <p>predict likely outcomes when listening to texts read aloud</p> <p>use growing vocabulary to address their needs, express feelings and opinions</p> <p>ask questions to gain information and respond to inquiries directed to themselves or to the class</p>	<p>play, and illustrations</p> <p>talk about their own feelings in response to visual messages; begin to show empathy for the way others might feel</p> <p>relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."</p> <p>locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products</p> <p>show their understanding that visual messages influence our behaviour</p> <p>connect visual information with their own experiences to construct their own meaning, for example, when taking a trip</p> <p>use body language to communicate ideas and feelings visually</p> <p>select and incorporate colours, shapes, symbols and images into visual presentations (posters, pictures, books etc.)</p>	<p>understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts</p> <p>participate in shared reading, posing and responding to questions and joining in the refrains</p> <p>participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group</p> <p>listen attentively and respond actively to read-aloud situations; make predictions</p> <p>read and understand the meaning of self-selected and teacher-selected texts at an appropriate level</p> <p>use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)</p> <p>read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT icons</p>	<p>write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures for example, "I like..." "I can..." "I went to ..."</p> <p>read their own writing to the teacher and classmates, realizing that what they have written remains unchanged</p> <p>participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions</p> <p>write to communicate a message to a particular audience, for example, letter, explanations, instructions, a fantasy story, with teacher guidance</p> <p>create illustrations to match their own written text</p> <p>demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality</p> <p>demonstrate understanding of the presentation of their own writing: format and word choice</p> <p>form letters/characters conventionally and legibly, with an understanding as</p>
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<p>use oral language to communicate during classroom activities, conversations and imaginative play</p> <p>talk about the stories, writing, pictures and models they have created</p> <p>realize that word order can change from one language to another</p> <p>use own grammatical style as a part of the process of developing grammatical awareness</p>	<p>use a variety of tools to practise and develop handwriting and presentation skills</p> <p>observe and discuss illustrations in picture books and simple reference books, commenting on the information</p> <p>recognize ICT icons and follow the prompts to access programs or activate devices.</p> <p>listen to terminology associated with visual texts and understand terms such as colour, shape, size, features, layout</p> <p>view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the book version and the film version of a story</p> <p>become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story</p> <p>observe visual images and begin to appreciate and express that they have been created to achieve particular purposes</p>	<p>make connections between personal experience and storybook characters</p> <p>understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community</p> <p>instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols</p> <p>have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation</p> <p>take notice of different punctuation: pause at full stops, change intonation at question and exclamation marks</p> <p>participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems</p>	<p>to why this is important within a language community</p> <p>discriminate between types of code, for example, letters, numbers, symbols, words/characters</p> <p>write an increasing number of frequently used words or ideas independently</p> <p>illustrate their own writing and contribute to a class book or collection of published writing.</p>
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Czech Language

Native Czech speakers will follow and study Czech language according to the expectations of the Czech Ministry of Education. The Czech teacher makes attempts to connect learning to the units of inquiry. During year 2, students develop their reading and writing skills, work on their ability to understand adequate written and oral instructions, and use playful methods to build up their preparedness to correctly use the Czech grammar in their oral production. More details for the year 2 curriculum is available in the [Czech curriculum programme](#) of our partner school.

Czech Studies

Non-native Czech speakers have the opportunity to develop their understanding and appreciation of the people and culture of Czech Republic by studying its language and traditions. Students learn Czech language through activities linked to real life situations.

The Czech Studies teacher makes attempts to connect learning to the units of inquiry. During year 2 students will learn basic vocabulary related to time, family, home and their community. They will learn traditional stories and songs, explore traffic rules and road safety and research cultural symbols of Czech Republic.

The Arts

Students learn to respond and create different forms of art: visual arts, music, dance and drama. Subject specialists teach visual arts and music once a week. Students engage in activities connected to the unit of inquiry as well as subject specific art lessons which allow students to explore concepts and techniques. Dance and drama is often integrated into visual arts and music lessons.

During year 2 students will explore basic notation in music, practice playing a variety of instruments and learn songs and rhythmical movements. Students will be exposed to a variety of visual art forms and learn different techniques for creating their own works of art related to the seasons, celebrations, storytelling and crafts.

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Personal Social Physical Education (PSPE)

At ISB, we value the development of personal, social, and physical well-being. All teachers share responsibility for this. Class teachers dedicate time during the school day, often during circle time, to help students develop and understanding of their own identities and discover ways to foster and sustain positive interactions. The class teacher chooses activities which are developmentally appropriate and specific to strengthening the class and local community.

Physical education (PE) is taught once a week for two class periods. During PE students develop an understanding of the factors that contribute to developing a healthy lifestyle. Throughout year 2, students engage in physical activities including athletics, indoor and outdoor games, dance and gymnastics. Additionally, students visit an outside venue to learn ice skating and swimming as part of our PE program.

Information and Communication Technology (ICT)

ICT learning is led by all teachers throughout the curriculum and responsible digital citizenship is emphasized when using ICT tools. ISB students are taught to use ICT as a tool for communication, creativity and collaboration.

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How can I stay informed/learn more about the curriculum?

There are several opportunities throughout the school year that will help build an understanding of the curriculum and the way in which we teach at ISB.

Coffee Hours are held once a month for parents and teachers to participate in workshops which focus on understanding one part of the curriculum. These workshops are organized and often lead by the PYP coordinator.

SeeSaw is an online portfolio where teachers post everything from pictures of daily learning experiences, homework, rubrics and assignments. You can download the SeeSaw App and stay informed about your child's learning at school.

Summative shares are an opportunity for students to share the final outcome of their learning after a unit of inquiry with the school community. These will occur at least two times during the school year.

Conferences provide an opportunity for teachers, parents and students to communicate about the learning process and identify next steps. Conferences will occur at least three times during the school year.

Classroom involvement is always welcome at ISB. We value parents as active members of the learning community and encourage parents to get involved as much as possible. With our open door policy, you are always welcome to visit the classroom. In addition, the classroom teacher will be in touch about volunteer opportunities, for instance, as a helper during trips, a guest speaker, or a surprise reader.

To learn more about the PYP curriculum you can reference the PYP page of the IB website: www.ibo.org or contact the PYP coordinator: jennifer.berry@isob.cz