

First Semester Objectives 2010

2nd Basico

English

Beginning to use question marks, speech marks, exclamation marks and commas in lists
Using adjectives, homophones and plurals
Reading and writing tricky words
Writing stories, instructions, poems and information texts

Maths

Using and applying maths

Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations.

Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using money notation or units of measure.

Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information.

Identify patterns and relationships involving numbers or shapes, and use these to solve problems.

Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams.

Counting and understanding number

Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in single-digit steps or multiples of 10.

Partition three-digit numbers into multiples of 100, 10 and 1 in different ways.

Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences.

Read and write proper fractions (e.g. $\frac{3}{4}$, $\frac{9}{10}$) interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents.

Knowing and Using Number Facts

Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs of multiples of 5 that total 100.

Derive and recall multiplication facts for the 2, 3, 4, 5, 10 times-tables and the corresponding division facts; recognise multiples of 2, 5, or 10 up to 1000.

Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations.

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Calculating

Add or subtract mentally combinations of one-digit and two-digit numbers.

Develop and use written methods to record support or explain addition and subtraction of two-digit and three-digit numbers.

Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect.

Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13×3 , $50 \div 4$); round remainders up or down, depending on the context.

Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences.

Find unit fractions of numbers and quantities (e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{6}$ of 12 litres).

Understanding Shape

Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes.

Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side.

Read and record the vocabulary of position, direction and movement using the four compass directions to describe movement about a grid.

Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles.

Measuring

Know the relationships between kilometres and metres, metres and centimetres kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements.

Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy.

Read the time on a 12-hour digital clock and on an analogue clock; calculate time intervals and find start or end times for a given time interval.

Handling data

Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart.

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Use Venn diagrams or Carroll diagrams to sort data and objects using one and then *more than one criterion.

Lenguaje y Comunicación

Comprensión y atención de lo que otros expresan, cuentan o leen.

Lectura comprensiva de diversos textos.

Expresión oral con coherencia y secuencia adecuada.

Producción por escrito de párrafos de tres o más ideas.

Aplicación de estructura, hábitos de orden y caligrafía legible.

Conocimiento y aplicación de palabras de dictado.

Reconocimiento de conceptos gramaticales: sustantivos, adjetivos, verbo y artículos.

Comprensión del Medio

Topics:

People who Help

The working world

Maps and Plans

Exploring Objects

Living Things

Landscapes

Weather

Chilean Plants and animals

Habitats

The Environment

Properties of Matter

PSHE

Topics:

Golden rules

Cooperative work

Problem solving

Bullying

Religión

Religión Católica:

1. Semana Santa: Símbolos de Semana Santa Triduo Pascual Vigilia Pascual – Resurrección de Jesucristo
2. Jesús, sus enseñanzas, parábolas y milagros
3. Miembros de la Iglesia (bautizados, laicos, sacerdotes, Papa) Pentecostés – María madre de la Iglesia.
4. La creación del mundo y responsabilidad humana hacia ella. Maquetas de animales.

Religión Judía

1. Los Patriarcas y Matriarcas de Israel
2. Fiestas y conmemoraciones Judías

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3. Israel como centro de la nacional judía
4. Reconocer a Yerushalaim como capital de Israel
5. Símbolos judíos
6. Identificar y vivenciar los valores de las festividades.

Philosophy for Children:

1. The origin and creation of the universe
2. Mythology and creation
3. The Big Bang
4. The end of the world?
5. Where do humans come from?

Protestant religion

New Testament: the children spend the semester learning about the ministry of Jesus on Earth from his birth to the time of His ministry among the people of Israel. The learn of his life and ministry to everyone around Him and also of His teachings.

Music

Perform with others with a sense of pulse

Recognise how musical elements are used and combined to describe different animals

Create, perform and analyse short descriptive compositions

Combine sound, movement and words

Create simple rhythmic patterns using notation as a support

Explore some characteristics of singing games

Perform with others with a sense of pulse

ICT

Unit 2a Communicating information using text

- there are differences between hand-written and word-processed text
- text can be entered and corrected
- there is a difference between running text (word wrapped) and text with line breaks
- ICT can be used to rearrange text to make it easier to read

ICT can be used to improve text and make a message clearer.

Unit 2b Creating pictures

- ICT can be used to create pictures
- ICT makes it easy to correct mistakes and explore alternatives

Unit 1f Understanding instructions and making things happen (review)

- machines/devices must be controlled
- machines/devices can be controlled by a sequence of physical actions

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- sequence affects outcomes
- instructions can be given using a common language
- instructions can include measurable units in a common language
- instructions can be recorded for replication and amendment

Results can be predicted and that predictions can be tested.

Physical Education

Coordination Work 1

Further develop coordination of their body in running, jumping, hopping and skipping activities

Develop more complex movement patterns with increased control and precision

Develop the knowledge of why and how we warm-up for physical activities

Tag Games

Show a good awareness of others in running, chasing and avoiding games

Learn the importance of fair play and honesty

Apply and understand different tactics within games

Coordination Work 2 (with balls)

Coordinate and control their bodies and a range of equipment with increasing control

Explore basic motor skills using balls

Opportunities to work in pairs and small groups

Remember, repeat and link combinations of skills

Gymnastics 1 (preparation)

Awareness of body control and body tension

Create and link a range of actions demonstrating control and coordination

Demonstrate different ways of supporting body weight and travelling with precision

Observe and comment on how preparation activities can improve gymnastics activities