



Smiling
International
School

2nd GRADE

CURRICULUM

TOPICS

A.S.2024-2025

Mathematics

PLACE VALUE

Overall Expectations

By the end of second grade, students should:

- immediately recognise quantities to 100 without counting
- recognise the place value of each number up to 100
- indicate, represent, and recognise numbers to 1000 based on quantity
- count forward and backward from a given number within 100
- solve operations involving addition and subtraction using effective strategies
- master written operations involving the addition and subtraction of numbers to 100, developing effective strategies
- solve problems involving addition and subtraction using carrying and borrowing
- round numbers to the nearest 10

Specific Expectations

- identify the place value of numbers to 1000, developing an understanding of why place value is important using concrete materials (counters, abacus, base ten blocks), as well as place value charts and number lines
- read and write in words and digits whole numbers to 1000
- skip count forward and backward in twos, fives, threes, fours and tens from a given number within 100 using number lines and hundred squares
- skip count forward and backward in twos, fives and tens from a given number within 50 mentally
- use place value and efficient strategies to round numbers to the nearest 10
- make, compare and order whole numbers to 1000
- use comparison vocabulary when talking about numbers (greater than, smaller than, 1/10/100 more than, 1/10/100 less than, equal to), and relate it to the symbols $>$, $<$, and $=$
- begin to explore addition and subtraction to 1000 using concrete materials (abacus, base ten blocks, counters etc), as well as using number lines, hundred squares and horizontal methods
- learn and recall addition and subtraction facts to 20 using number bonds and the inverse (fact families), and apply related facts for numbers to 100
- develop mental and written strategies to solve addition and subtraction operations (e.g. partitioning, compensation, counting on, counting back and inverse rules)
- learn how to correctly set out and complete written operations in notebooks following established guidelines
- understand the importance of lining up tens and units in column addition and subtraction equations and starting from the units column when performing operations

- confidently carry out written operations requiring 'carrying'
- confidently carry out written operations requiring 'borrowing'
- transform horizontal equations into column equations and vice versa
- learn and apply effective strategies for solving addition and subtraction word problems (using diagrams, pictures etc)

MULTIPLICATION AND DIVISION

Overall Expectations

By the end of second grade, students should:

- recognise and identify multiplication ('x') as the process of repeated addition
- recognise and identify division (':') as the process of repeated subtraction
- use effective strategies to memorise and use the times tables from 1-10
- apply knowledge of times tables to solve multiplication and division equations
- begin to memorise doubles and halves within 50
- identify number patterns and relationships in the 1, 2, 3, 4, 5, and 10 times tables

Specific Expectations

- represent and explain multiplication as the combining of equal groups (repeated addition) using concrete materials, pictures, arrays and drawings
- represent and explain division as repeated subtraction and sharing to make equal groups using concrete materials, pictures, arrays and drawings
- solve multiplication and division equations using equal groups and repeated addition/subtraction
- learn effective methods to recall multiplication facts of the 1-10 times tables using patterns and relationships
- skip-count to 100 by twos, threes, fours, fives, and tens mentally and using number lines and hundred squares
- write and solve multiplication and division number sentences using the appropriate symbols (x, :)
- solve division problems with remainders
- explore, understand and apply the inverse relationship (fact families) for multiplication and division
- identify and sort numbers as even or odd using the divisibility by 2 rule

PROBLEM SOLVING

Overall Expectations

By the end of second grade, students should:

- understand the meaning of keywords found in word problems and choose the appropriate operation to solve them
- understand and solve word problems using the four operations

- develop effective methods to help read, understand and tackle word problems

Specific Expectations

- recognise, investigate and understand key words for the four operations in word problems (more, less, each, equal groups, difference, altogether, etc.)
- explore effective methods to help read, understand and tackle word problems
- analyse and resolve word problems using a variety of methods (diagrams, pictures, tables)
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless and hidden data within a word problem

MEASUREMENT AND MONEY

Overall Expectations

By the end of second grade, students should:

- estimate, measure, and record length, mass, and capacity using standard units (m, cm, kg, l)
- compare, describe, and order objects using attributes measured in standard units
- recognise the coins and banknotes of the Euro
- read the amount of money in words and write the corresponding amount in numeric notation
- state the total value of the banknotes and coins given and calculate change

Specific Expectations

- identify the centimetre (cm) as a standard unit of measurement, and identify objects which can be measured in cm
- identify the metre (m) as a standard unit of measure, identify objects which are longer or shorter than 1 m and learn that 1000 cm = 1 m
- compare the lengths/heights of objects using appropriate vocabulary (longer than/shorter than/the longest, etc.)
- identify the kilogram (kg) and gram (g) as standard units of measurement, identify objects which are heavier or lighter than 1 kg, and learn that 1000 g = 1 kg
- use and read different scales to determine the weight of an object, making reasonable estimations first
- compare the masses of objects using appropriate vocabulary (heavier than/lighter than/the lightest, etc.)
- understand and explain that volume is the amount of liquid in a container
- identify the litre (l) and millilitre (ml) as standard of measurement, identify objects which contain more or less than 1 litre, and learn that 1000 ml = 1 litre
- solve problems involving length, mass and volume
- identify the Euro as the monetary unit used in Italy and parts of Europe, identify the

- value of Euro coins as ‘cents’ and Euro banknotes as ‘Euro’
- show different ways of making up a value with different banknotes and/or coins
- match up the numeric notation with the coins/banknotes that make up that amount
- add amounts of money to find the total then calculate change using concrete materials and written methods

GEOMETRY

Overall Expectations

By the end of second grade, students should:

- identify different types of line
- identify two-dimensional shapes and three-dimensional figures and sort and classify them by their properties
- compose and decompose two-dimensional and three-dimensional shapes and figures
- create sequential patterns, and symmetrical patterns

Specific Expectations

- identify and draw straight, curved, broken, open, closed and intersecting lines
- understand the difference between polygons and non-polygons
- identify and describe various polygons (triangles, quadrilaterals, pentagons) and sort and classify them by their properties (number of sides/vertices) using concrete materials and pictures
- identify and describe 3D shapes (cubes, prisms, cones, spheres, cylinders, pyramids) and sort and classify them by their properties number of faces/edges/vertices, face shape, stack/roll) using concrete materials
- create models and skeletons of 3D shapes using cardboard/straws and modelling clay, and describe their properties
- identify lines of symmetry on shapes and pictures and create symmetrical pictures and patterns
- recognise and represent reflective symmetry
- compose and describe pictures, designs, and patterns by combining 2D shapes
- compose and decompose 2D shapes (make a rectangle from two triangles)
- create patterns by combining two or more attributes of 2d or 3D shapes

FRACTIONS

Overall Expectations

By the end of second grade, students should:

- understand that a fraction is an equal part of a whole
- use materials, drawings, and pictures to represent fractions
- understand the relationship between fraction parts and the whole

- explore equivalent fractions and fractions of an amount using shapes and diagrams

Specific Expectations

- identify if a shape has been cut into equal fraction parts or not
- represent fractions with model drawings (halves, thirds, and quarters)
- use shapes to represent, order and compare fractions up to quarters
- read and write fractions up to quarters in words and numbers
- find halves, thirds and quarters of a shape, length, set of objects or number using pictures and diagrams
- identify and learn equivalents for halves and quarters using shapes and fraction walls
- write fractions that represent parts of a whole from a given situation (eg. 3 out of 12 animals are frogs)

TIME

Overall Expectations

By the end of second grade, students should:

- understand the concept and vocabulary of time
- use an analogue and digital clock to read time to the nearest 5 minutes
- begin to learn equivalent measures of time (1 hour = 60 minutes etc)

Specific Expectations

- tell the time to the hour, quarter past the hour, quarter to the hour, half past the hour and to the nearest 5 minutes on digital and analogue clocks
- draw the hands on a clock face to show time to the hour, quarter past the hour, quarter to the hour, half past the hour and to the nearest 5 minutes
- recall the number of minutes in an hour and number of hours in a day
- estimate, measure, compare and record time taken to complete events using hours, minutes, seconds etc.

STATISTICS

Overall Expectations

By the end of second grade, students should:

- read and use graphs to extract and present data
- ask and answer questions based on information in graphs and charts

Specific Expectations

- read, understand and interpret information found on bar charts, pictographs, tables and diagrams and answer questions
- create graphs based on information collected and present it in a clear way

English

SPEAKING AND LISTENING

Overall Expectations

By the end of second grade, students should:

- show confidence in speaking to a group and begin to adjust tone of voice to suit audience
- listen carefully and respond appropriately, asking questions of others

Specific Expectations

- ask and answer questions using correct grammatical structures
- tell real and imagined stories using the structure of a familiar story
- recount and describe key ideas or details using precise, imaginative and adventurous vocabulary
- explain opinions and ideas, extending them in light of group discussion

GRAMMAR AND PUNCTUATION

Overall Expectations

By the end of second grade, students should:

- correctly use basic punctuation marks in simple sentences
- develop an understanding and use the conventions of standard English including verb agreement, pronouns and prepositions

Specific Expectations

- correctly use full stops, capital letters, commas, speech marks, exclamation and question marks
- re-read own writing for sense and accuracy
- learn and correctly use pronouns
- learn and apply rules for singular and plural nouns
- conjugate verbs with increasing accuracy and use the past tense for narration
- form extended sentences using the correct tense consistently (present and past)
- form regular simple past tense verbs using -ed
- memorise irregular past tense verb forms
- identify and use imperative verbs for instructions
- use conjunctions to combine simple sentences
- understand and correctly use adverbs and adjectives

- explore and use prepositions of place
- formulate and answer questions using correct grammatical structure
- explore sentence types (statements, questions and exclamations)

WRITING

Overall Expectations

By the end of second grade, students should:

- write in clear sentences using full stops and capital letters
- choose interesting words and phrases to expand sentences and add description and details
- write a variety of different text types using simple structures

Specific Expectations

Key Skills

- begin to use adverbs of time (first, next, suddenly, after, etc)
- re-read own writing to check for sense and accuracy

Fiction

- learn and use the structures of traditional stories to develop own writing
- learn and use the structures of familiar poems to develop own writing
- write stories with a setting, characters and a sequence of events
- begin to plan and structure a story with a clear beginning, middle and end
- begin to use dialogue in stories
- make adventurous word and language choices appropriate to the style and purpose of the text

Non-Fiction

- make notes from a section of non-fiction text
- write simple lists, explanations and instructions
- learn and use a variety of Non-Fiction writing devices: diagrams, titles, captions etc
- create a fact file

SPELLING AND VOCABULARY

Overall Expectations

By the end of second grade, students should:

- secure spelling of high frequency/common irregular words

Specific Expectations

- accurately spell common words that can be read on sight
- apply knowledge of phonemes and spelling patterns when writing independently

- identify and use syllables to recognise different sounds
- spell words with digraphs sh, th, ch, wh, ph
- spell words with long vowel phonemes /ar/, /or/, /ou/, /u/, /ow/, /ee/, /ai/, /igh/
- spell words with common prefixes and suffixes (e.g. un-, dis-, -ful, -ly, -ment, -ness, -est, -y, -en)
- spell words with consonant clusters: sl -, bl-, cr-, -nd, st
- spell words with phonemes: /ay/, /ou/, /ie/, /ea/, /or/, /ir/, /ew/, /aw/,
- spell words with split digraphs: a-e, e-e, i-e, u-e, o-e and magic e
- explore and spell words with alternative pronunciation: c (cell) , g (huge), ie (chief, field), ea (leaf, read), er (fern, perky), a (last, pass), y (monkey), ou (couple, young)
- spell words with double consonants
- spell words with trigraphs: -tch (catch, match)
- understand and identify alliteration
- identify and create compound words

READING AND COMPREHENSION

Overall Expectations

By the end of second grade, students should:

- read a range of longer and less familiar texts with increasing fluency and independence
- use context clues to help establish meaning
- ask and answer questions to demonstrate understanding of key details in a text

Specific Expectations

Key Skills

- read high and medium frequency words independently
- apply knowledge of phonemes and develop decoding strategies to tackle unfamiliar words
- identify dialogue and speech marks
- scan a page to find where information is located

Fiction

- identify, explain and describe plot, settings and character traits
- give reasons why events happen or characters change
- predict story endings
- summarise stories chronologically using beginning, middle and end
- read and perform poems commenting on vocabulary, rhyme and rhythm
- explore how specific vocabulary is used, including words or expressions with similar meanings
- make simple inferences from sections of a text (e.g. about character feelings)

Non- Fiction

- read and follow simple instructions

- read and understand information in non-chronological reports
- learn and explain organisational features of Non-Fiction texts (glossary, pictures and captions, diagrams, headings etc)
- understand and find information presented in different formats (e.g., glossary, charts, labelled diagrams)
- locate words by initial letter in simple dictionaries, glossaries and indexes

Science

BEING A GOOD SCIENTIST

Overall Expectations

By the end of second grade, students should:

- understand the scientific method
- understand how to make a fair test and plan a scientific experiment

Specific Expectations

- learn the role of a scientist and the steps involved in the scientific method
- begin to ask questions that can be investigated scientifically and decide how to find answers
- identify different scientific tools and explain their use
- understand how to make a fair test or comparison by changing one factor while keeping other factors the same
- plan and carry out a range of simple experiments and record the results
- make predictions and be able to recount the stages of an experiment

LIVING AND GROWING

Overall Expectations

By the end of second grade, students should:

- investigate the basic needs of animals and humans
- understand different ways of staying healthy
- demonstrate an understanding of the life cycle of animals and humans

Specific Expectations

- understand the key life processes common to all animals and that humans and animals need water, air and food to grow
- explore healthy lifestyles and identify things we can do to stay healthy, such as healthy eating and exercise
- understand the importance of good hygiene to help maintain health and prevent diseases
- observe and compare changes in the appearance and activity of animals and humans as they go through a complete life cycle from offspring to adult
- explore simple life cycles of living things (plants, butterflies, frogs etc)

GROWING PLANTS

Overall Expectations

By the end of second grade, students should:

- understand that seeds and bulbs grow into plants
- demonstrate an understanding of the conditions that plants need to grow

Specific Expectations

- describe the basic needs of plants, including air, water, light, warmth, and space
- identify the major parts of plants and describe how each contributes to the plant's survival within the plant's environment
- observe and describe how seeds and bulbs grow into mature plants through experimentation
- understand that we can eat different parts of the plant (fruit, seeds, roots, leaves, etc) and identify which part of the plant certain foods come from
- conduct experiments to find out, and describe, how plants need water, light and a suitable temperature to grow and stay healthy

HABITATS AND FOOD CHAINS

Overall Expectations

By the end of second grade, students should:

- identify living and non-living things
- identify and describe different habitats
- understand how animals get their food from other animals and plants
- identify different ways to protect the environment

Specific Expectations

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited, and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- compare different habitats and the animals and plants that live amongst them
- explore the different adaptations of plants and animals in order to survive in their habitat
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- explore the different ways in which habitats can be damaged by humans and natural

- disasters
- explore and identify things we can do to protect the environment and prevent further destruction to habitats

USES OF MATERIALS

Overall Expectations

By the end of second grade, students should:

- understand and describe different properties of materials
- compare and group materials based on their properties and characteristics

Specific Expectations

- describe the properties of different materials and identify potential uses in relation to their properties
- understand that different materials are used for specific purposes because of their properties
- describe how the shapes of materials can be changed by squashing, bending, twisting and/or stretching
- explore and describe how different materials change when they are heated or cooled
- understand that some materials can dissolve in water
- explore and identify natural and man-made materials

DAY AND NIGHT

Overall Expectations

By the end of second grade, students should:

- understand why the sun moves during the day
- understand how shadows change
- understand that the rotation of the Earth provides us with day and night
- describe the shape and position of the moon

Specific Expectations

- explore how the sun appears to move during the day
- explore and identify the different phases of the moon
- explore why shadows change, making links to the time of day and availability of light
- understand and explain that day and night is due to the rotation of the Earth
- model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch

History

ORGANISATION OF TIME

Overall Expectations

By the end of second grade, students should:

- locate facts and events in time and order them based on when they happened using correct terminology
- master the terminology associated with chronology: day, month, week, season, year
- become familiar with the analogue clock and use it to tell time

Specific Expectations

- use correct vocabulary to order and describe events in the past, present and the future (now, before, after, next etc)
- create simple timelines to show the past, present and future
- learn and explore vocabulary related to cause and effect
- understand the different parts of the day (morning, afternoon, evening, and night), and the relative times related to them
- use different units of time (e.g. days of the week, seasons, months) with accuracy in order to convey information
- know the sequence of hours, days, months and years
- use calendars and weekly timetables to discuss events in the past and future
- use calendars to understand elapsed time in weeks, months etc
- understand the correlation between seasons and months
- understand the cyclical nature of days, months, years, and seasons
- write the date in different formats
- understand, use and make instruments for measuring time (e.g. sand timers, water timers)
- read and use a clock using hours and minutes
- distinguish between a.m. and p.m. (daytime activities vs. night time activities)
- estimate how long it takes to perform certain actions, e.g. eating lunch
- explore some of the different (international) festivals which take place throughout the year (e.g. Chinese New year, Christmas, Easter, Thanksgiving), place these on the calendar.

ACTIONS IN TIME

Overall Expectations

By the end of second grade, students should:

- recognise sequences and simultaneous events

- place personal events and experiences in sequential order
- understand cause and effect

Specific Expectations

- understand the difference between past, present and future
- understand the difference between sequential and contemporaneous event
- put simple stories into correct narrative order
- understand simple animal life cycles and put them in order
- give accounts of events using appropriate vocabulary (such as: while, after, during, before, later, at the same time, meanwhile)
- use the past tense when describing past events
- order events from own life chronologically
- use, understand and create simple flow charts and simple instructions
- understand cause and effect, and how this differs from coincidence
- understand what possible future consequences there could be to an event (e.g. it is snowing, so.....)
- understand that things can change over time – be able to explain why and how
- be able to give accounts of what events may have caused a present situation. (e.g., the toy is broken, because.....)

CHANGES THROUGH TIME

Overall Expectations

By the end of second grade, students should:

- use a timeline to record personal events and experiences
- recognise that events in the past can be reconstructed through the interpretation of historical sources (objects, documents, photographs, pictures, film, the spoken word)
- locate facts and events in time

Specific Expectations

- find evidence for changes over time in the natural environment (e.g. fallen leaves, seeds, etc.)
- look at evidence for changes, how do we know that things are old or new?
- create timelines to show life events (ordered according to age)
- investigate what we can learn about our history from material/physical/photographic/oral sources
- sort sources into different types (oral, visual, material, written)
- begin to understand what sources can tell us e.g. ‘what can you see that is different from your life in this photograph?’
- investigate old photos of our family and ourselves as children, how have we changed?
- think about what things in our lives will tell people in the future about us
- create time capsules about us for people in the future

- investigate family history further back in time, collect sources of information about an older family member, see what can be learned about childhood in earlier times. How does life now differ from grandparents' days?
- investigate which sources are most useful, what tells us the 'most' about the past
- collect and evaluate sources about Ferrara in 'the old days' (c.100 years ago), and investigate what can be learned from them
- reconstruct past times in Ferrara in various different ways, drawing on information in different sources
- create posters and charts to show the development of different technologies, for example the computer or types of transport
- compare changes over time at three or more intervals (e.g. schools in the 19th century/1950's/today, or how a street changes over time)

Geography

SPACES IN OUR COMMUNITY

Overall Expectations

By the end of second grade, students should:

- develop a strong sense of spatial awareness and orientate themselves within a space
- understand and use appropriate terminology to describe locations and indicate relative positions and directions
- recognise the elements that make up a community

Specific Expectations

- describe the position of objects in spaces using appropriate vocabulary (behind, in front, between, near, far, under, left, right)
- locate objects by following directions
- use reference points to describe the location of objects
- use directions to navigate on online games
- recognise the differences between different spaces (e.g. indoor and outdoor) and the uses of those spaces
- describe the location of some significant places in their community, using relative location
- classify spaces into different types (e.g. public, private)
- investigate different public services and the key features of a town – what services do we need?
- identify different members of the community, the jobs they perform, and where they work
- distinguish between goods and services offered by community workers
- create physical models of urban environments, including different spaces and services and be able to describe these features and their locations

MAPS AND GRAPHS

Overall Expectations

By the end of second grade, students should:

- represent known spaces in plans using symbols and different points of view
- use and create map keys to draw information from maps
- recognise the representation of borders and boundaries
- read and use graphs to extract and present data

Specific Expectations

- understand what a map is and identify information given
- investigate what elements go on a map (fixed vs. mobile)
- represent an area using bird's eye perspective
- draw and represent objects and spaces from different points of view
- make maps of known areas (e.g. classroom, bedroom, school, house, etc.)
- read maps of known locations (e.g. Ferrara) in order to extract information
- draw maps of created spaces (e.g. route followed by character in a story)
- describe and follow routes using maps.
- use, interpret and make keys when using maps.
- use grid squares and coordinates
- understand the importance of landmarks as reference points for directions and examine famous landmarks in Italy and abroad
- read, understand and interpret information found on a picture graph and answer questions
- create graphs based on information collected and present it in a clear way

LANDSCAPES

Overall Expectations

By the end of second grade, students should:

- recognise a landscape as the defining features and functions of a setting
- distinguish between natural and manmade landscapes
- identify the defining feature of natural landscapes

Specific Expectations

- discuss different known landscapes, collect photographs and other information about places visited
- understand the differences between urban areas and the countryside
- identify and sort different features in a landscape (e.g. natural / manmade or fixed / mobile)
- understand some of the features of a mountainous landscape
- understand some of the features of a plain landscape
- understand some of the features of a coastal landscape
- understand some of the features of a river / lake landscape
- investigate the main features of the local territory: the city and province of Ferrara.

CHILDREN AROUND THE WORLD

Overall Expectations

By the end of second grade, students should:

- understand how our experiences are similar too, and different from, children in other countries
- compare some significant traditions and celebrations among diverse groups and at different times

Specific Expectations

- investigate life in a different country (for example China), focussing on school/home life and special holidays
- identify ways in which our lives differ or are similar
- discover different elements of the country's culture (e.g. food, music) and geography
- identify some different groups in their community
- describe some significant traditions and celebrations of our families, peers and communities, as well as other communities
- gather and organise information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities
- identify basic human needs (e.g. food, water, clothing, transportation, shelter), and describe some ways in which people in communities around the world meet these needs

Italiano

ASCOLTO E ORALITA'

Aspettative generali

Al termine della classe seconda gli studenti dovrebbero:

- Partecipare agli scambi comunicativi rispettando i turni di parola
- Comprendere gli argomenti e le informazioni degli argomenti affrontati in classe
- Ascoltare e comprendere il senso globale dei testi narrativi letti dall'insegnante o letti dalla classe
- Comprendere le istruzioni di giochi e attività
- Raccontare storie personali o fantastiche rispettando l'ordine cronologico e aggiungendo sempre più dettagli necessari alla comprensione

Aspettative specifiche

- Alzare la mano per intervenire correttamente durante i momenti di discussione in classe
- Fare domande coerenti all'argomento trattato in classe dimostrando di averlo compreso
- Mantenere l'attenzione e comprendere le storie ascoltate (lette dall'insegnante o dai compagni)
- Rispondere in modo congruente alle domande poste in classe
- Ascoltare e applicare le istruzioni ricevute
- Raccontare storie sempre più dettagliate che seguono l'ordine cronologico

LETTURA

Aspettative generali

Al termine della classe seconda gli studenti dovrebbero:

- Padroneggiare la lettura strumentale (decifrazione) ad alta voce e silente
- Riconoscere e applicare le pause della punteggiatura nel processo di lettura
- Leggere semplici testi nei quattro caratteri cogliendone il significato
- Decifrare parole non note inserite in un testo

Aspettative specifiche

- Leggere ad alta voce o in modo silenzioso testi narrativi e non, scritti usando i quattro caratteri

- Leggere rispettando la punteggiatura
- Leggere e comprendere testi di lunghezza crescente e riferiti a diversi argomenti
- Avere una lettura scorrevole sulle parole note e sui suoni difficili
- Saper decifrare le parole nuove all'interno della lettura di un testo

SCRITTURA

Aspettative generali

Al termine della classe seconda gli studenti dovrebbero:

- Padroneggiare i quattro caratteri nella scrittura
- Saper copiare dalla lavagna scrivendo sulle giuste linee del quaderno e con una buona velocità
- Scrivere dettati di parole, frasi e brevi periodi curando l'ortografia
- Riuscire a scrivere parole nuove applicando le regole ortografiche conosciute
- Produrre brevi testi connessi a situazioni quotidiane e testi fantastici vicini al mondo della narrativa
- Saper descrivere in forma scritta luoghi, oggetti e persone
- Produrre frasi semplici e compiute che rispettino l'uso della punteggiatura

Aspettative specifiche

- Saper scrivere nei quattro caratteri, sia copiando dalla lavagna, che nella produzione autonoma
- Saper gestire lo spazio del proprio quaderno senza l'intervento dell'insegnante
- Applicare la conoscenza dei suoni difficili (suoni dolci e duri di C e G, suono Gn, suono GL, suoni di SC, parole con CQ, parole capricciose, doppie, accento, apostrofo) nei dettati e nella scrittura autonoma
- Ampliare la conoscenza e l'applicazione della punteggiatura
- Produrre testi scritti sempre più articolati legati al mondo reale e al mondo fantastico
- Saper descrivere in forma scritta oggetti, luoghi e persone

LESSICO

Aspettative generali

Al termine della classe seconda gli studenti dovrebbero:

- Ampliare il patrimonio lessicale attraverso esperienze scolastiche ed extrascolastiche e attività di interazione orale e di lettura
- Utilizzare in modo appropriato le parole apprese
- Iniziare a esprimersi specificando il linguaggio a seconda dei contesti

Aspettative specifiche

- Imparare e riutilizzare nuove parole
- Ampliare il lessico specifico della disciplina, compreso quello narrativo
- Riferirsi agli altri con i termini adeguati in base al contesto, allo scopo e ai partecipanti

ELEMENTI DI GRAMMATICA

Aspettative generali

Al termine della classe seconda gli studenti dovrebbero:

- Applicare la punteggiatura e le regole ortografiche
- Saper riconoscere e distinguere i principali elementi sintattici della frase (nome, articolo, aggettivo, verbo) e svolgerne semplici analisi grammaticali.
- Conoscere gli elementi fondamentali della frase minima

Aspettative specifiche

- Saper applicare la punteggiatura (punto, virgola, punto esclamativo e interrogativo)
- Conoscere e utilizzare le regole ortografiche
- Applicare le conoscenze sugli elementi grammaticali di base (nome- articolo- verbo - aggettivo)
- Comporre frasi complete secondo la struttura della frase minima

Citizenship

THE CONSTITUTION

Overall Expectations

By the end of second grade, students should:

- develop positive attributes such as sharing, cooperation and generosity
- develop an awareness of the rights and responsibilities that all people are entitled to

Specific Expectations

- autonomously demonstrate respectful behaviours which contribute to building positive relationships with peers, adults and the surrounding environment
- demonstrate care for one's own health and safety
- know road safety rules and responsibilities

SUSTAINABLE DEVELOPMENT

Overall Expectations

By the end of second grade, students should:

- develop responsible attitudes and behaviours towards the preservation and protection of the environment

Specific Expectations

- show appreciation towards the environment and be aware of the importance of respecting and valuing it

DIGITAL CITIZENSHIP

Overall Expectations

By the end of second grade, students should:

- be able to use new technology appropriately and safely

Specific Expectations

- use technology actively in the learning process with and without adult guidance