

## Breakup of the Inquiry topic

**Unit of Inquiry:** Homelands

**Theme:** Where we are in place and time

**Duration:** 6 weeks

**Subject Focus:** Social Studies/PSPE

### Central Idea

Lifestyles and physical environment vary from place to place

#### Lines of Inquiry

- Types of physical environment
- Different features that give a place its identity
- Ways of adapting to different places and situations Challenges and benefits of living in different places

#### Knowledge

- Geographical location
- Features
- Lifestyle
- Adaptation
- Challenges
- Benefits due to change in lifestyle

#### Transdisciplinary skills

##### Research skills

- Formulating questions
- Observing
- Planning
- Presenting research findings

##### Thinking skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis

#### Literacy Integration

- Sentence / Paragraph writing
- Punctuation
- Parts of speech - revisit
- Dialogues (Telephonic conversation)

#### Numeracy Integration

- Measurement
- Venn diagram
- Surveys
- Cardinal directions (Mapping)
- Time

# Curriculum Framework for Grade 2

## Breakup of the Inquiry topic

**Unit of Inquiry:** Simple Machines

**Theme:** How the world works

**Duration:** 6 weeks

**Subject Focus:** Science/PSPE/Robotics

### Central Idea

Simple machines operate in different ways to ensure tasks are performed efficiently and effectively

#### Lines of Inquiry

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Features of a simple machine</li> </ul> | <ul style="list-style-type: none"> <li>• The ways in which simple machines are used</li> </ul> | <ul style="list-style-type: none"> <li>• The impact simple machines have had on society</li> </ul> |
|--|--|--|

#### Knowledge

- Form – Simple machine
- Mechanics- Properties
- Efficiency
- Design
- Uses
- Advantages
- Disadvantages

#### Transdisciplinary skill

##### Thinking skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis

##### Research skills

- Formulating questions
- Observing
- Planning
- Presenting research findings

##### Self-management skills

- Spatial awareness
- Organization
- Informed choices

#### Literacy Integration

- Procedural writing
- Recount experience
- Picture Talk

#### Numeracy Integration

- 2D and 3D shapes
- Symmetry
- Measure and compare length

Curriculum Framework for Grade 2  
**Breakup of the Inquiry topic**

**Unit of Inquiry:** Economic Systems

**Theme:** How we organize ourselves

**Duration:** 6 weeks

**Subject Focus:** Social Studies/PSPE

**Central Idea**

Market economic activities rely on systems of production, exchange and consumption of goods and services

**Lines of Inquiry**

- Role of supply and demand
- Import-export
- Distribution of goods and services

Knowledge	Transdisciplinary skills
<ul style="list-style-type: none"> <li>• Economy</li> <li>• Market</li> <li>• Supply</li> <li>• Demand</li> <li>• Goods and services</li> <li>• Import/Export</li> </ul>	<p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Comprehension</li> <li>• Application</li> </ul> <p><b>Research skills</b></p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Observing</li> <li>• Planning</li> <li>• Collecting data</li> <li>• Recording data</li> <li>• Organizing data</li> <li>• Interpreting data</li> <li>• Presenting research findings</li> </ul>

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> <li>• Sharing opinions</li> <li>• Finishing a story</li> <li>• Note taking</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Data Handling</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Place value</li> <li>• Money</li> </ul>

Curriculum Framework for Grade 2  
**Breakup of the Inquiry topic**

**Unit of Inquiry:** Creativity

**Theme:** How we express ourselves

**Duration:** 6 weeks

**Subject Focus:** Social Studies/Language/Art

**Central Idea**

People express their creativity in different forms.

**Lines of Inquiry**

- What creativity is
- The different ways people express themselves
- How we can express our uniqueness and creativity

Knowledge	Transdisciplinary skills
<ul style="list-style-type: none"> <li>• Expression</li> <li>• Interpretation</li> <li>• Dance</li> <li>• Music</li> <li>• Drama</li> <li>• Art</li> </ul>	<p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Comprehension</li> <li>• Application</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> <li>• Presenting</li> </ul>

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> <li>• Story writing/Finishing a story</li> <li>• Poems(Acrostic poems)</li> <li>• Punctuation – revisit</li> <li>• Descriptive writing</li> <li>• Role Play</li> <li>• Sharing personal experiences and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• 2D and 3D shapes- revisit</li> <li>• Patterns (Number/Shape)</li> <li>• Sequencing</li> <li>• Symmetry</li> <li>• Fractions</li> </ul>

Curriculum Framework for Grade 2  
**Breakup of the Inquiry topic**

**Unit of Inquiry:** Citizenship rights and responsibilities

**Theme:** Who we are

**Duration:** 6 weeks

**Subject Focus:** Social studies/ PSPE

**Central Idea**

Community is interdependent on the rights and responsibilities of its members

**Lines of Inquiry**

- Different communities
- Varying rules depending on the country/state/city
- Citizenship

Knowledge	Transdisciplinary skill
<ul style="list-style-type: none"> <li>• Country and its people</li> <li>• Communities</li> <li>• Citizenship</li> <li>• Rules and regulations</li> <li>• Rights and responsibilities</li> </ul>	<p><b>Social skills</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Respecting others</li> <li>• Cooperating</li> <li>• Resolving conflicts</li> <li>• Group decision-making</li> <li>• Adopting variety of group roles</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> <li>• Presenting</li> </ul>

<b>Literacy Integration</b>	<b>Numeracy Integration</b>
<ul style="list-style-type: none"> <li>• Autobiographies</li> <li>• Sharing opinions and facts</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Surveys - Tally</li> <li>• Organizing data</li> </ul>

Curriculum Framework for Grade 2  
**Breakup of the Inquiry topic**

**Unit of Inquiry:** Adaptation and habitat

**Theme:** Sharing the planet

**Duration:** 6 weeks

**Topic: Subject Focus:** Science/PSPE

**Central Idea**

Habitats can help sustain and maintain the earth's resources

**Lines of Inquiry**

- An inquiry into earth's resources and habitats
- Habits and their effects on resources
- Actions to restore the environment

**Knowledge**

- Earth's resources
- Environment
- Effect on resources
- Human habits
- Damage
- Responsibility
- Restoration of environment

**Transdisciplinary skills**

**Social skills**

- Accepting responsibility
- Respecting others
- Cooperating
- Group decision-making

**Self-management skills**

- Spatial awareness
- Organization
- Codes of behaviour
- Informed choices

**Literacy Integration**

- Descriptive writing-revisit
- Presentation
- Extempore

**Numeracy Integration**

- Bar graph
- Pictograph
- Organization of data