

Grade 2

Approaches to Learning are a key part of an IB education and work alongside the learner profile, knowledge, conceptual understanding, and inquiry in the Primary Years Programme (PYP).

The focus of ATLs is on teaching students how to learn. The skills are grouped into five categories:

- ☐ Communication Skills
- ☐ Research Skills
- ☐ Self-management Skills
- ☐ Social Skills
- ☐ Thinking Skills

These skills are designed to help students of all ages become independent learners able to ask thoughtful questions, set goals, and drive their own learning paths. The ATLs also promote student agency, encouraging students to take an active role in their learning.

Teachers develop these skills by creating meaningful, real-world learning experiences that allow students to become lifelong learners.

 COMMUNICATION SKILLS Grade 2 Communication Skills						
Exchanging Information			Literacy		Digital Citizenship	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices
I can look at the speaker to show I am listening, and follow directions	I can explain how images and language go together to convey a message	I can express my ideas clearly and respectfully so they make sense to others	I read a variety of texts for enjoyment and information	I can write for different purposes and audiences and I am beginning to change my writing style in response to this	I am becoming aware that not all information online is reliable and I can share my thoughts about what I read/see	I can make careful choices about the words and images I share digitally based on my audience
I listen to information and the perspectives of others respectfully	I can interpret how someone else is feeling by looking at their body language and facial expressions	I am learning how to accept feedback and give feedback to others	I reflect on, and question what I read to make connections with, and beyond the text	I am learning to take notes about important or interesting topics		I think about who I am sharing information with and for what purpose
I can listen without interrupting and make a comment connected to what has been said		I am learning to take part in discussions both face-to-face and digitally	I am beginning to use what I read to inspire, support and strengthen my creative pieces by writing about a similar topic or in a similar style	I can use tools such as story maps to plan, draft and edit my writing		

 RESEARCH SKILLS • Information-literacy skills • Media-literacy skills • Ethical use of media/information Grade 2 Research Skills								
Information Literacy				Media Literacy			Ethical Use	
Formulating and planning	Gathering and recording	Synthesizing and interpreting	Evaluating and communicating	Consuming and processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources
I can ask relevant questions and decide which ones are useful	I can gather information to answer my own questions from a variety of sources e.g. books, online sources	I can choose the most useful information or data connected to what I am inquiring into	I am beginning to identify patterns and relationships from data and information I have gathered and use it in my inquiry	I can use online platforms to find information with some independence	I can use more than one media source to get a range of perspectives	I can communicate my ideas and information using video, writing, drawing and Seesaw	I am beginning to make principled decisions when using media to communicate with others	I am beginning to decide which resources are reliable and which ones are unreliable
I am beginning to choose appropriate information sources and digital tools to drive my inquiry	I can use a variety of strategies to record information e.g. making lists, note-taking, audio/visual presentations	I can sort and categorise information and arrange it in different ways	I can tell my audience where I found my information and am beginning to document my sources	I am beginning to ask and answer questions about the information I find online to decide whether it is trustworthy		I can choose the most effective way to share my learning		I can ask questions to help decide if something is true

 SELF-MANAGEMENT SKILLS • Organization skills • States of mind Grade 2 Self-management Skills							
Organisational Skills			States of Mind				
Managing self	Time management	Goal setting	Mindfulness	Perseverance	Emotional management	Self-motivation	Resilience
I am beginning to plan activities to further my learning, with support from an adult	I am learning to use tools to help me keep track of my time e.g. timetable, watch	I can set goals that are both challenging and realistic	I can focus on one task at a time, usually without getting distracted	I am beginning to identify obstacles and barriers in my learning and finding ways to overcome these challenges in order to reach my goals	I can manage my feelings and solve problems with my friends with some independence	I am beginning to understand that assuming a leadership role in my learning will help me to succeed	I use my past experiences to help me solve problems and work through difficult situations

I am beginning to document my learning own learning e.g. posting work on Seesaw	I can take on and complete tasks in a given time frame with more frequency	I am beginning to reflect on progress towards my goals and adjust if needed	I have some understanding of how my body affects my mind				I understand that “failing well” will help me to deal with disappointment and challenging situations

SOCIAL SKILLS - Developing positive interpersonal relationships and collaboration skills - Developing social-emotional intelligence 		Grade 2 Social Skills					
Intrapersonal		Interpersonal Relationships					
Self-control	Emotional intelligence	Accepting responsibility	Respecting others	Cooperating	Resolving conflict		
I am learning ways in which to control and overcome my emotions so that I can tackle the challenges that I face	I can communicate my feelings and develop strategies for dealing with, and managing, challenging situations	I understand the reasons for rules, know right from wrong and try to behave accordingly	I value other people’s ideas, even if I do not agree	I can share and take turns when learning in a group	I can negotiate effectively using my words to help resolve a conflict		
	I understand how others are feeling based on their facial expressions and gestures	I can distinguish between appropriate and inappropriate behaviour and take responsibility for my actions	I understand that my peers come from many parts of the world and I can identify and respect the differences	I understand the characteristics of what makes a good friend and seek healthy relationships based on common interests and respect	I understand what is fair and unfair when trying to resolve conflicts		
				I can regulate my actions most of the time and act fairly with my peers			

THINKING SKILLS  - Critical-thinking skills - Creative-thinking skills - Transfer skills - Reflection/metacognitive skills		Grade 2 Thinking Skills						
Critical Thinking			Creative Thinking		Transfer Skills		Reflection	
Analysis	Evaluation	Forming decisions	Generating ideas	Considering new perspectives	Application	Multiple contexts	Reflection	Metacognition
I am beginning to break ideas into	I can formulate ideas about a	I am beginning to explain my	I can generate new ideas and	I am learning to ask questions using	I can use the things I have	I can connect and combine	I can reflect on my learning by asking	I am beginning to question my own

smaller parts to understand them better	topic, idea or experience and present it in class	decision-making process to others	inquiries using discussions and diagrams	<i>why, where, what, when, which and how</i> to help me to understand and	learnt to help me to drive my own inquiries	knowledge and skills for use in different situations in school and beyond	questions such as: <i>What did I learn today? What can I already do? What will I work on next?</i>	understanding
I am able to look for similarities and differences	I can make connections between ideas	I can create and develop solutions to problems and explain my thinking	I can make ' <i>new to me</i> ' connections to generate a variety of ideas in my thinking	I am beginning to use visible thinking strategies e.g. ' <i>I used to think...but now I think</i> '	I am beginning to use my knowledge and skills in new situations or when solving a problem	I can make connections between UOI and my own experiences	I can identify my strengths and areas for improvement	I realise that people learn in different ways and that we are not all the same
	I am beginning to explain why I think an AI suggestion is good or bad based on what I know							