

**CALENDARIO DE EVALUACIONES**  
**NOVIEMBRE – DICIEMBRE DE 2025**

<b>CLASS</b>	<b>2° GRADE ROYAL</b>
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<b>SUBJECT</b>	<b>DATE</b>	<b>CONTENTS</b>
SPANISH	<b>Miércoles 26 Noviembre</b>	<ul style="list-style-type: none"> <li>Comprensión lectora de una carta</li> <li>Sinónimo/Antónimo</li> <li>Vocabulario</li> </ul> <p>Texto del estudiante: Pág. 208-216</p> <ul style="list-style-type: none"> <li>Cuaderno de actividades: Pág. 69- 74</li> </ul>
ENGLISH	<b>Viernes 28 Noviembre</b>	<ul style="list-style-type: none"> <li>Grammar: "<i>There is some</i>", "<i>There aren't any</i>".</li> <li>Grammar:</li> <li>Present continuous: <ul style="list-style-type: none"> <li>What <b>are</b> you <b>doing</b>?</li> <li>We're <b>swimming</b> in the sea.</li> <li>Are you <b>collecting</b> shells?</li> <li>Yes, we are/No, we aren't.</li> </ul> </li> <li>Beach and jungle vocabulary: "ice pops, gorillas, insects, birds, caps, sandals, plants, leaf/leaves".</li> <li>Beach activities vocabulary: make a sandcastle, collect shells, draw in the sand, look for fish, play volleyball, swim in the ocean.</li> <li>Plan lector: The girl and the magpie.</li> </ul> <p>SB pages: 79-92 WB pages: 72-81</p>
MATH	<b>Lunes 01 Diciembre</b>	<ul style="list-style-type: none"> <li>Solving multiplication word problems in 4 steps ( p. 236 - 239)</li> <li>Temporal location (p. 253)</li> <li>Data recording ( Pictograph → p. 261, bar graph → p.265)</li> </ul>

SOCIAL	Jueves 04 Diciembre	<ul style="list-style-type: none"> <li>• <b>Unit 4: Why should we preserve heritage?</b></li> </ul> <p><b>Lesson 1: Why do we care for the cultural heritage of the past?</b></p> <p><b>What is heritage?</b> (Identify the definition, classify examples, differentiate between cultural and natural heritage)</p> <p><b>What type of cultural heritage do we find in Chile?</b> (Differentiate between tangible and intangible heritage)</p> <p><b>Folklore (Examples)</b></p> <p><b>Heritage sites</b> (Which places in Chile are world heritage sites?)</p> <p><b>Lesson 2: How to recognize natural heritage?</b></p> <p><b>What is natural heritage?</b> (Identify Flora, fauna, landscapes)</p> <p><b>What is the flora and fauna of Chile?</b> (Recognize one of each zone of Chile)</p> <p><b>Where is natural heritage protected?</b> (Natural monuments, national park, national reserves)</p> <p><b>Why are natural sanctuaries important?</b></p> <p>(Page 180-210)</p>
SCIENCE	Viernes 05 Diciembre	<ul style="list-style-type: none"> <li>• <b>Unit 5: What will the weather be like?</b></li> </ul> <p><b>Lesson 1: What is the weather?</b></p> <p><b>What are the characteristics of the weather?</b> (Identify, describe the day using vocabulary. (Sunny, cloudy, windy, stormy, hot or warm, cold, etc)</p> <p><b>What's ambient temperature?</b> (Identify the function of minimum and maximum t°, recognize it, instrument to measure it)</p> <p><b>What's precipitation? How is it measured?</b> (Identify different types of precipitation, instrument to measure it)</p> <p><b>What's windy? How is it measured?</b> (Identify different characteristics of wind, instrument to measure it)</p> <p><b>Lesson 2: The seasons and their effects on living things</b></p> <p><b>How does the weather change with the seasons?</b></p> <p><b>How do the seasons affect plants and animals?</b></p> <p>(Page 182-209)</p>
Examen 1 Especial	Jueves 11 Diciembre	<ul style="list-style-type: none"> <li>• Contenidos Anuales de la asignatura a rendir.   </li> </ul>
Examen 2 Especial	Viernes 12 Diciembre	<ul style="list-style-type: none"> <li>• Contenidos Anuales de la asignatura a rendir.</li> </ul>

**TEMARIO EXAMEN ESPECIAL 2025**  
**ALUMNOS EN SITUACION DE REPITENCIA**  
**Jueves 11 y viernes 12 de diciembre**

SUBJECT	CONTENT
SPANISH	Leyenda y Artículo Informativo Comprensión lectora de una leyenda. Artículo informativo con preguntas de desarrollo Comprensión lectora de un cuento. Comprensión lectora de una leyenda. Comprensión lectora de un artículo informativo Comprensión lectora de un artículo instructivo (receta) Adjetivo calificativo Hiato/diptongo Sinónimo/antónimo Sustantivo propio y común
ENGLISH	Our world Grammar: These/Those Vocabulary: Fruits Fun Time Grammar: Present simple (pronouns he/she) Vocabulary: Free-time activities Tropical Fun! Grammar: Some/any Vocabulary: Beach and Jungle words
MATH	A party with numbers. Writing numbers in words up to 999. Math and the environment. Additions and subtraction (vertical and decomposition algorithm) Multiplication as a repeated addition. Times tables of the 2, 5 and 10. Let's learn math by playing 2d shapes and their properties 3d shapes and their properties. Solving solving word problems (addition and subtraction) in 4 steps (understand, plan, solve and check). Maths and sports. Interpreting and making bar graphs. Interpreting and making picturegraphs (with scale)
SCIENCE STUDIES	Discovering my body Lesson 1: What's the function of some of my organs? To recognize the organs and its function (Muscles, bones, stomach, lungs, heart, Lesson 2: How to take care of my body? The importance of physical activity

	<p>How to incorporate physical activity and healthy habits (food, health, resting, posture)</p> <p>What are the animals around me like?</p> <p>Lesson 1: What characteristics do vertebrate animals have?</p> <p>Identify characteristics of vertebrates</p> <p>Identify the characteristics of the groups of vertebrates (mammals, birds, amphibians, fish and reptiles)</p> <p>Lesson 2: Invertebrate animals</p> <p>Identify the characteristics of the groups of invertebrates (arachnids, crustaceans, myriapods, insects)</p> <p>Lesson 3: What's the life cycle of animals like?</p> <p>Life cycle of mammals, birds, amphibians, insects</p> <p>Animals and their habitats</p> <p>Lesson 1: Where do animals live?</p> <p>Identify the characteristics of habitats</p> <p>Identify different habitats (mountain, ocean, desert, etc)</p> <p>Lesson 2: The effects of human activity on the environment</p> <p>Identify human activities that harm the habitats and activities to prevent it</p> <p>Identify Chilean animals in danger of extinction</p> <p>Why is it important to save water?</p> <p>Lesson 1: What are the characteristics of water?</p> <p>Identify the characteristics of water</p> <p>Identify the changes of water</p> <p>Lesson 2: What's water like in its different states?</p> <p>Identify the states of water</p> <p>Lesson 3: How does the water circulate in nature and why is it important to take care of it?</p> <p>Recognize the water cycle</p> <p>Actions to save water</p>
<b>SOCIAL STUDIES</b>	<p>What is the place that we live like?</p> <p>Lesson 1: How do I locate myself in space?</p> <p>Identify plans</p> <p>Recognize cardinal points</p> <p>Identify Chile in the maps</p> <p>Lesson 2: What are the landscapes of Chile?</p> <p>Differentiate between the landscapes of the Chilean zones and its characteristics (Northern, central, southern, austral zone)</p> <p>Who were the first inhabitants of Chile?</p> <p>Lesson 1: Which areas did the indigenous peoples inhabit in the past?</p> <p>Identify indigenous peoples from the different zones of Chile</p> <p>Differentiate between nomadic and sedentary people</p> <p>Why are we a diverse society?</p> <p>Lesson 1: Are we a mestizo society?</p> <p>Identify what we inherit from indigenous peoples and from Spaniards</p> <p>Lesson 2: What have immigrants contributed to Chilean society?</p> <p>Identify contribution of some immigrants</p> <p>Why should we preserve heritage?</p> <p>Lesson 1: Why do we take care for the cultural heritage of the past?</p> <p>Recognize the concept of heritage</p> <p>Identify cultural heritage</p> <p>Lesson 2: How to recognize natural heritage</p> <p>Identify natural heritage</p>