



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2016/2017

Grade 1

Teachers:

Špela Peklar (Unit of Inquiry, English, Mathematics, Arts, Extra help, Homeroom lesson)
Anja Dežman (EAL, teacher assistant)
Vera Božičkovič (English assistant)
Denis Divjak (Physical Education)
Andreja Frelj (Music)

Transdisciplinary Theme: How we organize ourselves

Central Idea: We are a part of the school community which brings different responsibilities.

Lines of Inquiry:

- Grade one and a school community – FORM
- Class routines and processes – FUNCTION
- Our responsibilities as learners – RESPONSIBILITY

Transdisciplinary Skills:

THINKING: acquisition of knowledge, comprehension, application

COMMUNICATION: listening, speaking, non-verbal communication

RESEARCH: formulating questions, observing

SOCIAL: accepting responsibility, respecting others

SELF MANAGEMENT: gross motor skills, fine motor skills, spatial awareness, organization, codes of behaviour

Learner Profile:

- Risk-taker
- Communicator
- Thinker

Attitudes:

- Independence
- Enthusiasm
- Curiosity

Taught within the Unit of Inquiry - learning through language ENGLISH

WRITTEN LANGUAGE

Reading:

- begin to use simple dictionaries and reference books
- engage daily in individual silent “reading” with concentration
- show an interest in a variety of fiction and non-fiction literature

Writing:

- use content-specific vocabulary which may be connected to the unit of inquiry
- begin to respond to the writing of others with sensitivity and respect

ORAL LANGUAGE

Listening:

- listen attentively and considerately and respond in small- and large-group situations
- listen to and talk about stories, rhymes, questions
- hear the beginnings, middle and endings of words
- begin to anticipate and predict when listening to texts read aloud
- hear and use rhyming words
- pick out main events and relevant points

Speaking:

- use speech to establish relationships with others and for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to respond orally to the work of others

VISUAL LANGUAGE

Viewing and presenting

- understand that signs carry meaning
- begin to understand that communication involves visual as well as verbal features

Taught as a subject-specific (inquiry into ENGLISH)

WRITTEN LANGUAGE

Reading

- recognize and name letters (specific)
- read upper- and lower- case letters (specific)
- show some knowledge of, and a willingness to use an appropriate writing process

Writing

- exhibit skills in which precision in delicate muscle systems is required
- accurately spell some high-frequency words
- draw vertical, horizontal, slanted, and winding lines, from left to right, top to bottom
- recognize and name some letters
- write legible some upper- and lower- case letters
- present writing appropriately with correct directionality and spacing and notebook spatial orientation

Taught within the Unit of Inquiry – learning through MATHEMATICS

SHAPE AND SPACE

- understand that directions can be used to describe pathways, positions and boundaries of their immediate environment
- interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment
- understand that geometric shapes are useful for representing real-world situations
- begin to represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, modeling, labeling

PATTERN AND FUNCTION

- begin to represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

Taught as a subject-specific (inquiry into MATHEMATICS)

NUMBER

- model numbers to 10 using the base 10 place value system
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- begin to develop strategies for memorizing addition and subtraction number facts
- read and write the whole numbers up to 10
- read, write, compare and order numbers through to 10 (cardinal and ordinal numbers) using MORE, LESS, THE SAME
- use mental and written strategies for addition and subtraction of numbers through to 10 in real-life situations
- begin to select an appropriate method for solving a problem

Taught within the Unit of Inquiry – learning through VISUAL ARTS

CREATING:

- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- engage with, and enjoy a variety of visual arts experiences
- observe and comment others' artists work
- create artwork in response to a range of stimuli
- introduce sketchbook and use it for responding to art and sketches

RESPONDING:

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork (cultural and other contexts)

Taught within the Unit of Inquiry – learning through EAL

WRITTEN LANGUAGE

Reading:

- begin to use simple dictionaries and reference books

Writing:

- show confidence and positive attitude toward writing

ORAL LANGUAGE

Listening:

- show interest in a variety of fiction and non-fiction books
- listen to stories, rhymes, questions

Speaking

- use content-specific vocabulary which may be connected to the unit of inquiry
- use speech to establish relationships with others and for a variety of personal purposes

Taught within the Unit of Inquiry – learning through MUSIC

RESPONDING:

- learn about importance of music in different cultures and cultural and religion celebrations.
- listen to music and create their own work in response.
- respond and describe music characteristics or specify music events while listening to music.

CREATING

- improvise “answers” in the same style to given rhythmic and melodic phrases.
- participate in performing and creating music.

Taught as a subject-specific - inquiry into MUSIC

RESPONDING

- identify various uses and sources of music in their daily experiences.
- echo short rhythms and melodic patterns.
- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.

CREATING

- improvise simple rhythmic and melodic phrases
- participate in performing and creating music

Taught within the Unit of Inquiry – learning through PHYSICAL EDUCATION

ATHLETICS

- are aware of their working environment
- develop an awareness of space, direction and levels in direction to their working environment;
- travel in different ways, changing speed and direction with control;
- develop speed and persistence;
- are able to run and jump in team situations;
- get to know athletics ABC

Taught within the Unit of Inquiry – learning through PSE

ACTIVE LIVING

- recognize that acting upon instructions and being aware of others helps to ensure safety.
- understand the need to act responsibly to help ensure the safety of themselves and others.

Taught as subject specific (Inquiry into PSE)

IDENTITY

- solve problems and overcome difficulties with a sense of optimism
- identify and understand the consequences of actions

INTERACTIONS

- enjoy interacting, playing and engaging with others
- take turns
- listen respectfully to others