



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 Prijatelj (English assistant)  
Denis Divjak (Physical Education)  
Andreja Frelj (Music)

**Transdisciplinary Theme:** Who we are

**Central Idea:** My physical and mental characteristics make me who I am.

### **Lines of inquiry**

- senses connect me with the world - CONNECTION
- mindfulness - REFLECTION
- my physical body - FORM

### **Transdisciplinary Skills:**

**THINKING:** Analysis, dialectical thought

**SOCIAL:** Cooperating, resolving conflict, group decision-making, adopting a variety of group roles

**COMMUNICATION:** Listening, speaking, non-verbal communication

**SELF MANAGEMENT:** Gross motor skills, fine motor skills, spatial awareness, codes of behaviour, informed choices

**RESEARCH:** Formulating questions, observing

### **Learner Profile:**

- Balanced
- Caring
- Reflective
- Principled

### **Attitudes:**

- Cooperation
- Empathy
- Integrity

### **Taught within the Unit of Inquiry - learning through language ENGLISH**

#### WRITTEN LANGUAGE

##### Reading

- begin to use simple dictionaries and reference books
- show an interest in a variety of fiction and non-fiction literature
- understand and respond to the ideas, feelings and attitudes expressed in the text
- begin to read different graphic organisers (tables, bar graphs)
- read and retell simple, familiar books independently with confidence

##### 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
- pick out the main events and relevant points
- hear the beginnings, middle and endings of words
- be able to anticipate and predict when listening to texts read aloud
- hear and use rhyming words

##### Speaking

- use speech to establish relationships with others for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to develop specific vocabulary to suit different purposes (descriptive and comparative vocabulary)
- use simple and begin to use compound sentences, with appropriate word order
- begin to respond to text by identifying the main idea
- respond orally to the work of others

#### VISUAL LANGUAGE

##### Viewing and presenting

- understand that signs carry meaning
- begin to use a range of communications media (photography) to locate, present and record information
- begin to understand that not everything one sees is useful or relevant

### **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

- 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
- accurately spell some high-frequency words

## **Taught within the Unit of Inquiry – learning through MATHEMATICS**

### SHAPE AND SPACE

- begin to represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, modelling, labelling

### DATA HANDLING

- begin to understand that information about themselves and their surroundings can be collected and recorded in different ways
- understand that sets can be organized by one or more attributes
- use tree, Venn and Carroll diagrams to explore relationships between data
- understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).
- express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).
- create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)

### MEASUREMENT

- begin to understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- begin to understand that time is measured using universal units of measure, for example, years, months, days, hours
- estimate and compare lengths of time: day, week and month
- begin to understand the use of standard units to measure, for example, length, mass, money, time, temperature
- begin to estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature

## **Taught as a subject-specific (inquiry into MATHEMATICS)**

### NUMBER

- model numbers to 12 using the base 10 place value system
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- model addition and subtraction of whole numbers through to 10
- develop strategies for memorizing addition and subtraction number facts
- read, write, compare and order cardinal and ordinal numbers

### PATTERN AND FUNCTION

- begin to understand the inverse relationship between addition and subtraction
- begin to represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

## **Taught within the Unit of Inquiry – learning through VISUAL ARTS**

### CREATING

- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- participate in individual and collaborative creative experiences.
- create artwork in response to a range of stimuli

- use 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 towards writing

## ORAL LANGUAGE

### Listening

- listen attentively and considerately and respond in small and large group situations
- listen to and talk about stories, rhymes, questions
- hear and use rhyming words
- begin to pick out main events and relevant points
- show interest in a variety of fiction and non-fiction books

### 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
- ask simple questions and give appropriate answers
- begin to use simple sentences

## VISUAL LANGUAGE

### Viewing and presenting

- understand that signs carry meaning

### **Taught within the Unit of Inquiry – learning through MUSIC**

## RESPONDING

- describe how music makes them feel
- explore body sounds and variety of untuned and tuned percussion instrument sounds.
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

## CREATING

- improvise “answers” in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic and melodic phrases.

### **Taught as a subject-specific (inquiry into MUSIC)**

## RESPONDING

- sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation.
- explore body sounds and variety of untuned and tuned percussion instrument sounds.

## CREATING

- create and accompany music using a variety of sounds and instruments.

## **Taught within the Unit of Inquiry – learning through PHYSICAL EDUCATION**

### **GYMNASTICS**

- are able to jump on and off vaulting box;
- learn to roll forward and backward;
- learn to perform a shoulder stand;
- develop coordination, agility, flexibility and strength;
- develop positive thoughts and attitude;
- understand uniqueness and individual abilities.

## **Taught within the Unit of Inquiry – learning through PSE**

### **ACTIVE LIVING**

- develop a range of fine and gross motor skills
- 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

### **IDENTITY**

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- solve problems and overcome difficulties with a sense of optimism
- identify and understand the consequences of actions

### **INTERACTIONS**

- listen respectfully to others
- follow the school rules and routines
- develop strategies for solving conflict