



Danila Kumar International School  
Primary Years Programme (PYP)

## LONG RANGE PLANS

School year 2016/2017

Grade 5

### Teachers:

Zala Klopčič (Unit of Inquiry, English, Mathematics, Homeroom lesson, Slovenian Language)  
Kristina Fürst (Extra Help, Mathematics assistant)  
Petra Cerar (German)  
Katarina Lovenjak (French)  
Saša Krapež (ICT)  
Mateja Kores (Visual Arts)  
Denis Divjak (Physical Education)  
Ana Smolnikar (Music)  
Tadeja Galonja (UOI assistant)  
Vera Prijatelj Božičkovič (English assistant)

**Transdisciplinary theme:** Who we are

### Central Idea:

Our bodies react in different ways to external and internal influences.

### Lines of Inquiry and Concepts:

- external and internal influences - form
- Consequences of them - causation
- How to deal with them - responsibility

### Transdisciplinary Skills:

**Thinking skills** (comprehension, application, analysis)

**Social Skills** (accepting responsibility, respecting others, co-operating, resolving conflicts, group decision-making, adopting a variety of group roles)

**Self-management skills** (organisation, safety, healthy lifestyle, codes of behaviour, informed choices)

**Communication skills** (speaking, listening, reading, writing, viewing, presenting)

**Research skills** (formulating questions, observing, planning)

**Attitudes:** creativity, enthusiasm, integrity, empathy

**Learner Profile:** inquirers, balanced, caring

## Taught within the Unit of Inquiry - learning through language (English)

### WRITTEN LANGUAGE

#### Reading:

- Read a wide range of texts for information and pleasure with understanding and accuracy at the grade level
- Read daily for enjoyment and information for sustained periods, at school and at home
- Read aloud with fluency, understanding, regard to punctuation and with expression
- Identify themes, main ideas, characters and plot of stories
- Analyze details and reflect upon minor and major characters of a story and plot
- Identify genre (science fiction, mystery)
- Recognize some meaning beyond the literal
- Appreciate the structural and stylistic differences between fiction and non-fiction
- show application of different writing styles
- recognise figurative language (similes, idioms, metaphors)
- locate, access, organise and synthesise information from a variety of the purpose of sources
- Generate new questions after reading and connect these to prior knowledge and experience
- Feel that words can evoke mental images

#### Writing:

- Understand that different types of writing have different styles and structures, and are used for different purposes (newspaper article)
- Are aware of audience
- Use the writing process independently and effectively to structure thinking and to communicate
- Understand the writing process (planning, revising, editing)
- Use appropriate paragraphing
- Use complex sentence structure
- Use appropriate punctuation and grammar
- Use a range of vocabulary including content-specific vocabulary
- use figurative language appropriately in writing (similes, idioms, metaphors)
- Use standard spelling for most words and use appropriate resources to check spelling
- Have a fluent and legible style of handwriting (cursive)
- Write engaging stories that have recognizable and appropriate structure
- Show individuality and creativity in writing style
- Further develop their own voice and style
- Respond to writing of others critically

### ORAL LANGUAGE

#### Listening:

- Listen to people and to texts for general meaning (for gist) and for precise meaning (for the key points)
- Listen appropriately for a sustained period and for a variety of purposes (for instructions)
- Listen attentively
- Understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately

#### Speaking:

- Use a variety of linguistic structures and features of spoken language (rephrasing, gestures, expressions, pronunciation) to develop and present ideas and information adapting their speaking and listening strategies to the context, purpose and audience
- Use discussions in a range of formal and informal situations to generate, develop, modify and present ideas
- Participate appropriately in discussions, conversations, class and group meetings and group presentations
- Prepare and deliver an individual presentation for a variety of purposes (to direct)
- Use a wide vocabulary and complex sentence structures with a high level of accuracy
- Reflect upon communication to monitor and assess their learning

### VISUAL LANGUAGE

#### Viewing and presenting:

- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes

- Demonstrate behaviour for a large range of visual material (graphic organizers, booklet)
- Respond to viewing experiences orally and in writing using specific vocabulary and terminology
- Are aware of the effect of design on the meaning of the visual
- Recognize that visuals are constructed for particular reasons
- Willing to work with a variety of materials to plan and carry out different projects

### **Taught within the Unit of Inquiry - learning through mathematics**

#### DATA HANDLING

- understand that different types of graphs have special purposes
- identify, describe and explain the range, mode, median and mean in a set of data
- understand that the mode, median, mean and range can summarize a set of data
- collect, display and interpret data in circle graphs (pie charts), (double) line graphs and bar graphs
- design a survey and systematically collect, record, organize and display the data in a bar graph, circle graph, line graph

### **Taught within the Unit of Inquiry - learning through PE**

#### HEALTH RELATED FITNESS

- understand importance of physical activities in daily life;
- learn how to set physical activity in to every day routines;
- analyse the physical changes that occur to their bodies when exercising;
- demonstrate, understand and apply safety when exercising;
- demonstrate the desire to participate willingly in vigorous physical education;
- learn how is personal fitness related to stress management;
- develop positive attitude to relaxation, yoga and meditation exercises;

### **Taught within the Unit of Inquiry - learning through language (German)**

#### WRITTEN LANGUAGE

##### Writing:

- Using simple sentence structures
- Using appropriate punctuation and grammar

##### Reading:

- Reading a short text for information and pleasure with understanding and accuracy on grade level
- Reading aloud for pronunciation practice

#### ORAL LANGUAGE

##### Listening:

- Listen appropriately for a sustained period and for instructions and enjoyment
- Understanding and evaluating what you hear and respond appropriately

##### Speaking:

- Learning different moods in German
- Learning different hobbies and free time activities
- Using relaxation techniques at the beginning of a lesson with instructions in German

#### VISUAL LANGUAGE

##### Viewing and presenting:

- Recognise that visuals are constructed for particular reasons

### **Taught as subject specific (inquiry into German)**

- Using the singular and plural verb forms and being able to ask and answer questions about children's free time activities
- Speaking about what students like or dislike doing (*mag/mag nicht*)

- Using the correct word order in questions, positive and negative sentences (continued)
- Making an exercise by oneself for other students (word order, verb forms)

### **Taught within the Unit of Inquiry - learning through ICT**

- locate, retrieve or generate information using search facilities and organise information in meaningful ways
- assess the suitability of data or information using a range of appropriate given criteria
- select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions
- independently select and justify selection

### **Taught within the Unit of Inquiry - learning through Visual Arts**

#### RESPONDING

- Understand and appreciate career opportunities as an artist and interview, research and share information about artists.
- Recognise the differences between artistic and industrial printing in the process.
- Be exposed to both western and non-western male and female artists.
- Use their knowledge and experience to make informed interpretations of artworks.

#### CREATING

- Upgrade the knowledge about the process of preparing the matrix and making the print.
- Explain the reason for the mirror image of the print and on the matrix.
- Develop neatness, patience, accuracy and persistence.
- Review about different motives in artworks.
- Learn how to sign the graphic print correctly by respecting ethics in graphic.
- Distinguish between the term copy and original.

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

#### RESPONDING:

- Use singing to express different feelings.
- Express their experiences, formed while they listen to music, through other arts.
- Explain their personal preferences for specific musical works and styles.

#### CREATING:

- Create music that will be continually refined after being shared with others.
- Use different ways of recordings to share and communicate ideas.

### **Taught within the Unit of Inquiry - learning through language (Slovene)**

#### WRITTEN LANGUAGE

##### Reading:

- Read a wide range of texts for information and pleasure
- Show understanding that different texts may be interpreted differently by different people

Writing:

- Use a variety of note-taking skills to gather information during research (connected to the UOI)

ORAL LANGUAGE

Listening:

- Listen appropriately for a sustained period and for a variety of purposes (to seek information, to gain knowledge, for enjoyment)
- Understand and evaluate what they hear, to think about meanings, and to respond appropriately

Speaking:

- Use discussions in a range of formal and informal situations to generate, develop and present ideas
- Know what activities help you relax when you are under stress

VISUAL LANGUAGE

Viewing and presenting:

- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes
- Show a will to work with a variety of materials to plan and carry out different projects

**Taught within the Unit of Inquiry - learning through language (French)**

ORAL LANGUAGE

Speaking

- Understand and use the vocabulary connected to family, hobbies and free time activities with a high level of accuracy
- Know what activities help you relax when you are under stress

**Taught as subject-specific (language - French)**

ORAL LANGUAGE

Speaking:

- Are able to talk about their family members and family relationships (basic information)
- Asking questions and speaking about what other students/their family members like or dislike doing
- using a variety of features of spoken language (e.g. gestures, expressions, pronunciation)

Listening:

- Listen to people and texts for general and for precise meaning
- Understand and evaluate what you hear and respond appropriately
- Identify differences and similarities between languages

WRITTEN LANGUAGE

Writing:

- Know and use the regular verbs ending in -ER, as well as the verbs FAIRE, AVOIR and ETRE in their positive / negative / interrogative forms with a high level of accuracy Know and use some regular reflexive verbs ending in -ER, in their positive form with a high level of accuracy
- Use appropriate punctuation and grammar
- Analyse and evaluate your work

Reading:

- Read aloud for better pronunciation

## VISUAL LANGUAGE

### Viewing and presenting:

- Begin to recognise that our interpretations of visual presentations are influenced by our backgrounds and experience
- Understand that the form and quality of the presentation of your work reflects your thinking and attitudes
- Recognise that visuals are constructed for particular reasons

### Taught within the Unit of Inquiry - learning through PSE

#### IDENTITY

- understand that the way people look, act and feel about things contribute to how they feel about themselves
- show ability to express a (wide) variety of emotions and be able to recognise emotions that are expressed by others
- are aware of what causes stress, how to deal with stressful situations and what the consequences of stress can be
- analyse and reflect upon their own feelings, actions and reactions
- know and identify the attributes of Learner Profile

### Taught as subject specific (inquiry into German)

- Using the singular and plural verb forms and being able to ask and answer questions about children's free time activities
- Speaking about what students like or dislike doing
- Using the correct word order in questions, positive and negative sentences (continued)
- Making an exercise by oneself for other students (word order, verb forms)

### Taught as subject specific (inquiry into ICT)

- Practise use of numbering and bulleted styles.
- Recognise differences between the organising data in a mind map/list/table/chart

### Taught as subject specific (inquiry into Music)

#### RESPONDING

- Sing song or voices parts with increasing control, confidence and expression
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

#### CREATING

- improvise songs and instrumental pieces, using a variety of sound sources, including traditional sounds, non-traditional sounds available in the classroom, body sounds, and sounds produced by electronic means

### Taught as subject specific (inquiry into Slovene)

## WRITTEN LANGUAGE

### Reading:

- Analyse details and reflect upon the major and minor characters of a story, express different feelings
- Use specific vocabulary to comment on and analyse dialogues, poetry, fiction or non-fiction texts

### Writing:

- Use standard spelling for most words and use appropriate resources to check spelling
- Use appropriate punctuation and grammar, use basic and more-complex sentence structure

- Write a variety of paragraphs and create/reproduce literary stories

#### ORAL LANGUAGE

##### Speaking:

- Ask questions and speak about what other students like or dislike doing
- Understand how language can influence points of view