



## LONG RANGE PLANS

School year 2016/2017

Grade 4

### Teachers:

Klavdija Čuk (Unit of Inquiry, English, Mathematics, Slovenian, Homeroom programme)

Daniela Vlačić (Teacher Assistant, Visual Arts)

Andrew Tomlin (English Assistant)

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Saša Krapež (ICT)

Denis Divjak (Physical Education)

Ana Smolnikar (Music)

### Transdisciplinary Theme: WHO WE ARE

**Central Idea:** Beliefs, values and cultures have an impact on who we are as individuals

#### Lines of Inquiry:

- Main world religions (Christianity, Buddhism, Islam, Judaism, Hinduism, Sikhism)
- Common aspects of different religions
- Values promoted by different religions

**Key Concepts:** Form, Perspective, Connection

Related concepts; religion, traditions, values, beliefs

### Transdisciplinary Skills:

*Thinking skills:* acquisition of knowledge, synthesis, evaluation, dialectical thought, metacognition

*Social skills:* respecting others, group decision making, cooperating, adopting a variety of group roles

### Learner profile:

Inquirer, Communicator, Thinker, Risk-taker, Open - minded

### Attitudes:

Empathy, cooperation

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

### WRITTEN LANGUAGE

#### Reading

- Read a range of texts for information and pleasure with increasing understanding and accuracy at 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 increasing expression
- Show appreciation of different writing styles
- Locate, access, organise information from a variety of the purpose of sources
- Generate new questions after reading and connect these to prior knowledge and experience
- Show familiarity with the standard organisation of an informational text

#### Writing

- Display a sense of audience by writing in a variety of styles for a range of purposes
- Use an appropriate writing process independently
- Plan, organise and complete writing projects of increasing length and complexity
- Use increasingly complex sentence structure
- Recognise and use the main parts of speech correctly (verb)
- Use a range of vocabulary including content-specific vocabulary
- 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 recognisable and appropriate structure
- Show individuality and creativity in writing style
- Start developing their own voice and style
- Respond to writing of others critically
- Use of note-taking and study skills

### ORAL LANGUAGE

#### Listening and speaking

- Use discussion to (generate) develop, modify and present ideas
- Prepare and deliver individual presentations for a variety of purposes
- Use a wide vocabulary and complex sentence structures accurately
- Listen appropriately for a sustained period and for a variety of purposes
- Show interest and respect for other languages
- Identify and appreciate differences and similarities between languages
- Have an increasing awareness of the power of oral language, how it can help to construct meaning and connect with others
- Use speech appropriately to inform, entertain and influence others
- Be aware that oral language is a medium for learning, as well as for individual enjoyment
- Interact confidently in a variety of situations
- Use a (wide) range of linguistic structures and features to present ideas and information
- Adapt speaking and listening strategies to the context, purpose and audience
- Reflect upon communication to monitor and assess their learning

### VISUAL LANGUAGE

#### Viewing and presenting

- Interpret and analyse the purpose and point of view of a visual presentation
- Respond to viewing experiences orally and in writing using specific vocabulary
- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes
- Identify and begin to analyse the structures and features characteristic of some visuals
- Are aware of the effect of design on the meaning of the visual
- Recognise 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 data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs
- understand that scale can represent different quantities in graphs
- design a survey and systematically collect, organize and display data in bar graphs
- select appropriate graph form(s) to display data
- collect, display and interpret data using simple graphs, for example, bar graphs, line graphs
- identify, read and interpret range and scale on graphs

#### **MEASUREMENT**

- use timelines in units of inquiry and other real-life situations

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

#### **RESPONDING**

- Express feelings and ideas through art
- Develop and appreciate creativity and originality
- Compare, contrast and categorize artworks from a range of cultures, places and times
- Develop sensitivity to artistic works
- Start to develop awareness that people have used artwork as an expression of their feelings in response to a situation
- Develop appreciation of art as a form of communication and as an expressive language in its own right

#### **CREATING**

- Develop the sense and awareness of balance (symmetrical) and composition in art works
- Develop sensibility for mixing colours in colour and shade tones
- Develop sensitivity, skill and understanding of the elements and principles of art and design
- Learn to identify the elements and principles of art and design and use them in appropriate way when producing and responding the works of art.
- Develop observation of lines in nature and artworks: recognise, name and apply different types of lines (freehand lines, lines drawn with instruments), lines drawn with various material (liquid, solid), different arrangements (variables) of lines (density, thickness, intersections, direction)
- Develop understanding and sense for primary/secondary, similar, light/dark colours and recognise them in art works
- Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures
- Use a personal interest, belief or value as the starting point to create a piece of art work

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

#### **CREATING:**

- sing from memory a varied repertoire of songs representing genres and styles from different cultures
- perform expressively a varied repertoire of music representing diverse genres and styles
- compare aspects of music from different times and places
- describe the process used to create their own music and compare it with others, in order to improve their compositions
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

#### **RESPONDING:**

- create and perform a movement sequence accompanied by music that they have created

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

#### **IDENTITY**

- students are able to recognize the influence that each culture has on its followers
- accept and appreciate the diversity of cultures, experiences and perspectives of others

### **Taught as subject-specific (inquiry into Mathematics)**

#### **NUMBER**

- model equivalent fractions
  - use the language of fractions, for example, numerator, denominator
  - model addition and subtraction of fractions with related denominators
  - read and write equivalent fractions
  - read, write, compare and order fractions to hundredths
  - use decimal fractions in real-life situations
  - add and subtract fractions with related denominators in real-life situations
  - estimate sum, difference in real-life situations, including fractions
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- begin to use ratio and percentages in real-life situations
  - begin to model, read, write and order percentages
  - use strategies to evaluate the reasonableness of answers
  - begin to model, read and write ratios

### **Taught as subject-specific (inquiry into PSE)**

#### **IDENTITY**

- students are able to organise themselves effectively
- students develop positive attitude towards learning

#### **ACTIVE LIVING**

- students understand that they have responsibilities for their health by doing regular physical activity, and they understand the importance of nutrition (šolska shema sadja)

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

- locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways
- explain why located data or information was selected
- identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem

### **Taught as subject-specific (inquiry into PE)**

#### **GYMNASTICS**

- jump on and off a vaulting box;
- improve traditional gymnastics skills (forward roll, roll backward, shoulder stand, hand stand, cartwheel, basic jumps on small trampoline), involving physical agility, flexibility, strength and coordination;
- develop positive thought and attitudes;
- understand uniqueness and individual abilities.
- develop an appreciation of and respect for the educational gymnastics environment;
- assemble simple gymnastic routine

#### **DANCE**

- develop independence to build personal responsibility;
- develop basic dancing movements;
- express feelings through dance and music;
- understanding the influence of emotions, attitudes and beliefs on our actions;
- demonstrate the ability to assist others in improving their skills
- demonstrate an understanding of the origin and history of dance as it relates to community and national identity.;