



Danila Kumar International School  
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2016/2017

K1

TRANSDISCIPLINARY THEME:  
Where we are in place and time

Teacher:

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Teacher assistant:

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Transdisciplinary theme: *Where we are in place and time*

Central Idea: *The countryside provides conditions for the development of the local community.*

Lines of Inquiry:

- Different farm animals and environments - form
- Farmer's duties and farm products - function
- Comparing life on a farm and in a town - connection

Transdisciplinary skills:

**SELF-MANAGEMENT SKILLS:** gross motor skills, fine motor skills, safety, healthy lifestyle, time management, informed choices

**THINKING SKILLS:** acquisition of knowledge, analysis, synthesis

**RESEARCH SKILLS:** formulating questions, organizing data, interpreting data, presenting research findings

**COMMUNICATION SKILLS:** listening, speaking, writing, non-verbal communication

**SOCIAL SKILLS:** cooperating, resolving conflict, adapting a variety of group roles

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

#### WRITTEN LANGUAGE

##### READING

- begin to discriminate between letters, numbers, symbols and words
- read familiar print from their immediate environment
- respond appropriately to variety of simple texts

##### WRITING

- show interest and curiosity in different models or forms of written text
- start copying familiar letters, words
- begin recognising some names or sounds of the letters of the alphabet

#### ORAL LANGUAGE

##### LISTENING

- anticipate when listening to texts read aloud
- begin to listen in order to retell, sequence and describe past events

##### SPEAKING

- start to use language in conversations, imaginative, dramatic play and to express their needs, feelings and gain information
- begin to use word order in simple sentences

#### VISUAL LANGUAGE

##### VIEWING AND PRESENTING

- start to make predictions when viewing a video
- start to tell the difference between real and animated objects or images

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

#### ORAL LANGUAGE

##### SPEAKING

- learn some Slovenian words (animals, plants)
- sing a Slovenian song or tell a Slovenian rhyme
- greet Slovenian teachers and other workers of the school in Slovenian language

Taught within the Unit of Inquiry - learning through mathematics

#### DATA HANDLING

- start to understand that sets can be organized by different attributes
- sort and label real objects by attributes.

#### MEASUREMENT

- start to identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder

#### NUMBER

- start to use the language of mathematics to compare quantities, for example, more, less, first, second.
- start to connect number names and numerals to the quantities they represent

#### SHAPE AND SPACE

- start to understand that 2D and 3D shapes have characteristics that can be described and compared

Taught within the Unit of Inquiry - learning through physical education

#### ACTIVE LIVING

- start to engage in a variety of different physical activities
- begin to demonstrate an awareness of connection between health and being physically active
- demonstrate an awareness of basic hygiene in their daily routines
- start to recognize some of the effects of physical activity on the body

Taught within the Unit of Inquiry - learning through drama

#### RESPONDING

- talk about ideas and feelings in response to dramatic performances
- respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.

#### CREATING

- engage in imaginative play using a range of stimuli
- develop the ability to cooperate and communicate with others in creating drama
- explore basic bodily movements and the use of space

Taught within the Unit of Inquiry as subject specific - learning through visual arts

### RESPONDING

- enjoy experiencing own artworks and those from different artists on reproductions
- show curiosity and begin to ask questions about artworks
- begin to recognize basic art elements
- select tools, materials and processes for specific purposes
- start to identify the art materials and art tools

### CREATING

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes
- combine different formal elements to create a specific effect

Taught within the Unit of Inquiry - learning through music

### RESPONDING

- bring music from home to share
- describe the differences in music
- move their bodies to express the mood of the music
- describe how music makes them feel
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- explore body and untuned percussion instrument sounds

### CREATING

- use vocal sounds, rhythms and instruments to express feelings or ideas
- create and accompany music using a variety of sounds and instruments
- play untuned percussion instruments in time with a beat
- recreate sounds from familiar experiences

Taught within the Unit of Inquiry - learning through personal and social education

### IDENTITY

- describe how they have grown and changed

- begin to describe some personal and physical characteristics and personal needs and wants
- start to talk about similarities and differences between themselves and others
- start to understand that other people have feelings different from their own
- identify and explore strategies that help them to cope with change
- start to identify positive attitudes and thoughts in themselves and others
- get familiar with attributes of learner profile

### INTERACTIONS

- enjoy interacting, playing and engaging with others
- start to take turns while playing and share toys with peers
- begin to listen respectfully to teachers and peers
- follow the school rules and routines
- start sharing their own ideas and feelings in an appropriate manner
- begin to cooperate with peers while playing