



Danila Kumar International School
Primary Years Programme (PYP)

UNIT 6. LONG RANGE PLANS

School year 2016/2017

K2

TRANSDISCIPLINARY THEME: **Sharing the planet**

Teacher:

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Teacher assistants:

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Central idea: Plants, animals and people are a part of various systems.

Lines of Inquiry and concepts:

1. Life cycles of plants and animals (change)
2. Interdependence between living things (connection)
3. The importance of life cycles for all living things (function)

Trans disciplinary skills:

Thinking skills: acquisition of knowledge, application,

Communication skills: presenting and viewing, writing

Self-management skills: codes of behavior

Research skills: observing, collecting data, recording data, presenting research findings

Attitudes: appreciation, curiosity, and respect

Learning profile: inquirers, caring

Related concepts:

growth, animals, plants

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

WRITTEN LANGUAGE

READING

- respond appropriately to variety of simple texts
- retell a story or experience
- recognise beginning sounds or letters in familiar words

WRITING

- show knowledge of names or sounds of the letters of the alphabet

ORAL LANGUAGE

LISTENING

- distinguish between sounds they hear in their immediate environment

SPEAKING

- retell and sequence events, pictures and stories, participate appropriately in conversations, tell stories and events in sequence,
- ask questions and start to give appropriate answers,

VISUAL LANGUAGE

VIEWING AND PRESENTING

- start to make predictions when viewing a television and video presentations,

Taught within the Unit of Inquiry - learning through mathematics

MEASUREMENT

- describe observations about events and objects in real-life situations

DATA HANDLING

- create pictographs and tally marks
- discuss chance in daily events (impossible, maybe, certain).

PATTERN AND FUNCTION

- describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.

Taught within the Unit of Inquiry - learning through physical education

ACTIVE LIVING

- engage in a variety of different physical activities
- develop a range of fine and gross motor skills
- recognize that acting upon instructions and being aware of others helps to ensure safety;

IDENTITY

- are aware of attributes of learner profile

INTERACTION

- share their own relevant ideas and feelings in an appropriate manner;
- begin to use mediation to solve arguments and find solutions for their problem.

Taught within the Unit of Inquiry - learning through drama

RESPONDING

- talk about ideas and feelings in response to dramatic performances
- display audience etiquette and appropriate responses

CREATING

- develop the ability to cooperate and communicate with others in creating drama
- create roles in response to props, set and costumes

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
- describe what they notice about artwork
- observe the relationships within an artwork and construct meaning

CREATING

- use the sketch book
- combine different formal elements to create a specific effect;
- try out new things for themselves;

Taught within the Unit of Inquiry - learning through music

RESPONDING

- recognize different sources of music in daily life
- recognize that sound can be notated in a variety of ways
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

CREATING

- use vocal sounds, rhythms and instruments to express feelings or ideas
- record their personal, visual interpretation of elements of sound (for example, loud/ soft, high/low, fast/slow)

Taught within the Unit of Inquiry - learning through dance

RESPONDING

- identify and explain why certain body postures and movements communicate certain ideas and feelings
- display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance

CREATING

- develop physical awareness in using isolated body movements and gross motor skills
- develop the ability to cooperate and communicate with others in creating dance
- work individually or in groups with trust and confidence.

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

IDENTITY

- describe how they have grown and changed
- identify positive attitudes and thoughts in themselves and others
- get familiar with attributes of learner profile

INTERACTIONS

- talk about their interactions with the environment while walking outside, staying in the playground or on field trips
- use of the learner profile to stress own achievements and those from peers

