



## LONG RANGE PLANS

School year 2016/2017

Grade 4

### Teachers:

Klavdija Čuk (Unit of Inquiry, English, Mathematics, Slovenian, Homeroom programme)  
Andrew Tomlin (Language assistant)  
Saša Krapež (ICT)  
Daniela Vlačić (Visual Arts)  
Denis Divjak (Physical Education)  
Ana Smolnikar (Music)  
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**Transdisciplinary Theme:** WHERE WE ARE IN TIME AND PLACE

**Central Idea:** Past civilizations influence contemporary societies.

### Lines of Inquiry:

- Past civilizations
- Daily life in past civilizations
- Past civilizations and their influence on present-day societies

**Key Concepts:** Form, Change, Connection

### Transdisciplinary Skills:

**Communication skills:** listening, speaking, reading, writing, presenting

**Research skills:** planning, collecting data, recording data, organising data, interpreting data, presenting research finding

**Thinking skills:** application, analysis, synthesis, evaluation

### Learner profile:

Inquirers, Communicators

### Attitudes:

Enthusiasm, Integrity

## **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
- Recognise structural and stylistic differences between fiction and non-fiction
- Appreciate the structural and stylistic differences between fiction and non-fiction
- Show appreciation of different writing styles
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Locate, access, organise information from a variety 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 (fiction story)
- Use an appropriate writing process independently
- Plan, organise and complete writing projects of increasing length and complexity
- Use increasingly complex sentence structure
- 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 a range of modes in writing (narrative)

### 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
- Communicate in more than one language
- 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
- Begin to develop an awareness of how characters in film are constructed
- Analyse the different meanings that can be conveyed in different versions of the same story (film/book, comic strip/book)
- Identify and begin to analyse the structures and features characteristic of some visuals
- 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 (movies, poster, CD-ROMs, atlases, sculptures, paintings, graphic organisers, symbols)
- Respond to viewing experiences orally and in writing using specific vocabulary
- Be 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**

### NUMBER

- Know Roman numerals
- Use Roman numerals in real-life situations

### PATTERN AND FUNCTION

- Recognize and explain symmetrical patterns, including tessellation, in the environment

- Understand that patterns can be analysed and rules identified
- Identify slides, flips and turns of shapes
- Draw slides, flips and turns of shapes

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

##### **RESPONDING:**

- Start to develop awareness that people have used artwork as an expression of their feelings in response to a situation
- Use relevant and insightful questions to extend their understanding

##### **CREATING:**

- Use a range of strategies to solve problems during the creative process
- Learn working procedures with clay and firing clay
- Gain skills in modelling pottery works in pottery techniques
- Recognise the difference between a sculpture and a relief (low)
- Develop the sense for the sculpture as a whole
- Develop the sense for all-side modelling
- Develop the sense for stability and volume
- Develop the sense for textured and relief surfaces
- Use appropriate expressions and terms

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

- internet research about past civilization tools that influence on development of ICT (development of computer, telephone, TV)
- learn how to communicate with images
- develop an efficient visual communication in movie maker or other IT animation tool
- learn how to prepare presentation with a use of visual elements
- develop independence in working, creativity and organization

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

##### **RESPONDING:**

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor
- devise criteria for evaluating performances and compositions
- discuss music that relates to social issues and/or values
- compare aspects of music from different times and places

##### **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 Mathematics)**

#### **NUMBER**

- Model division of whole numbers (dividing by 1 digit numbers)
- Use the language of division
- Develop strategies for memorizing division number facts
- Describe mental and written strategies for division
- Estimate quotient in real-life situations
- Use mental and written strategies for division in real-life situations
- Use fast recall of division number facts in real-life situations

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

#### **RESPONDING:**

- use notation to practice and perform a piece of music
- use standard symbols to notate meter and rhythm of simple patterns presented by teacher

### **Taught as subject-specific (learning through ICT)**

#### **DEFINE AND PLAN INFORMATION SEARCHES AND BECOME CRITICAL INFORMATION CONSUMERS**

- Retrieve information relevant to an inquiry by conducting an effective search
- cite all sources used when presenting research
- validate the content of some websites to check for accuracy
- use ICT to plan an information search or generation of information, recognising some pattern within the information,

#### **LOCATE, GENERATE AND ACCESS DATA AND INFORMATION (USING APPROPRIATE STRATEGIES AND TOOLS)**

- 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

#### **CREATE, EDIT AND SHARE GENERATED INFORMATION, IDEAS, PLANS AND PROCESSES**

- use ICT to generate ideas and plan solutions

#### **GENERATE SOLUTIONS TO CHALLENGES AND LEARNING AREA TASKS**

- independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes
- Create digital products with integrated materials such as images and sound files with logical sequence and content
- Reflect on digital products, refining/ editing them

#### **COLLABORATE, SHARE AND EXCHANGE (CONTRIBUTE TO AND LEARN FROM OTHERS)**

- select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

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

#### **IDENTITY**

- Students are able to analyse and reflect upon their own feelings, actions and reactions
- Students develop positive attitude towards learning
- Students know and identify the attributes of the Learner profile
- Students are able to organise themselves effectively

#### **INTERACTIONS**

- Students express their opinion and consider others' opinions
- Students know what the School Council is and participate actively in it

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

#### **INTERACTIONS**

##### **GAMES**

##### **SOFTBALL**

- demonstrate playing softball
- understand basic rules of the game
- develop positive attitude to that game
- develop team spirit and connections with other students
- use rules of fair-play

#### **IDENTITY**

## MOVEMENT

### DANCE

- develop independence to build personal responsibility
- understanding the influence of emotions, attitudes and beliefs on our actions
- demonstrate an understanding of the origin and history of dance as it relates to community and national identity