



Danila Kumar International School  
Primary Years Programme (PYP)

## **LONG RANGE PLANS**

School year 2021/2022

### **GRADE 3 - Unit of Inquiry 1**

#### Teachers:

**Elina Rafaela Zupanc** – Homeroom Teacher (Unit of Inquiry, English Language, Mathematics, Slovenian Language, Homeroom lesson, Extra Help)

**Denis Divjak** – Physical Education

**Kristina Štemberger** – Music

**Anja Podreka** – Visual Arts

**Derek Marsh Snyder** – English Assistant

TRANSDISCIPLINARY THEME: How we organise ourselves

CENTRAL IDEA: In various situations we work and communicate differently.

#### LINES OF INQUIRY:

- Forms of communication
- Conflict resolution
- I as a reflective student in various situations

CONCEPTS: Form, function, perspective

RELATED CONCEPTS: similarities, differences, independence, responsibility/behaviour

LEARNER PROFILE: communicator, reflective, caring

#### ATL:

##### **Thinking skills:**

- Critical-thinking skills (analysing and evaluating issues and ideas)
- Creative-thinking skills (generating novel ideas and considering new perspectives)

##### **Social skills:**

- Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)
- Developing social-emotional intelligence

### **Communication skills:**

- Exchanging-information skills (listening, interpreting, speaking)
- Literacy skills (reading, writing and using language to gather and communicate information)
- ICT skills (using technology to gather, investigate and communicate information)

### **Self-management skills:**

- Organization skills (managing time and tasks effectively)
- States of mind (mindfulness, perseverance, emotional management, selfmotivation, resilience)

### **Research skills:**

- Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)
- Media-literacy skills (interacting with media to use and create ideas and information)
- Ethical use of media/information (understanding and applying social and ethical technology)

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

### **ORAL LANGUAGE:**

#### **Listening:**

- Respect the power of language on others, showing sensitivity
- Listen appreciatively and responsively
- Listen for specific purpose in a variety of situations (stories, discussions)

#### **Speaking:**

- Use language confidently and appropriately with increasing accuracy
- Communicate needs, feelings, ideas
- Develop an understanding of interaction
- Use descriptive language
- Organise thoughts before speaking

### **VISUAL LANGUAGE:**

#### **Viewing and presenting**

- Explore and use visual communication in order to express their own ideas and to interpret the ideas of others

### **WRITTEN LANGUAGE**

#### **Reading:**

- Read for pleasure, instruction and information
- Engage in daily individual silent reading with concentration
- Maintain a 'reading reflections' journal

- Show interest in a variety of fiction and non-fiction literature
- Express preferences in reading materials
- Read text aloud with increasing fluency, expression and with regard to punctuation
- Locate, select and use reference books, dictionaries and IT-resources to find information

Writing:

- Experience and appreciate different types of writing structures and styles
- Write legibly using cursive script for persuasive writing
- Use correct punctuation and capitalisation
- Write according to writing process steps
- Accurately spell high-frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexities

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

Number:

- Select an efficient method for solving a problem, for example, mental or written strategies
- Use whole numbers up to ten-thousands in real-life situations
- Estimate sum, difference in real-life situations

Data handling:

- Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs
- Collect, display and interpret data using simple graphs, for example, bar graphs
- Interpret scale on graphs

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

Creating:

- Introduce sketchbook and use it when planning, revising or responding to Art
- Combine a variety of formal elements to communicate ideas, feelings, expectations, when developing the concept of a word 'line', 'collage' and 'mosaic'

Responding:

- Students sharpen their power of observation

## **Taught within the Unit of Inquiry - Homeroom Lesson – focus on Personal and Social Education**

Identity:

- Describe similarities and differences between themselves and others through the exploration of cultures, appearance, personal preferences when co-operating with others
- Identify and understand consequences of actions and showing responsibility for self and belongings, procedures and safety rules

Interactions:

- Learners co-operate with school friends, school employees, family members in an appropriate manner

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

RESPONDING

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- devise criteria for evaluating performances and compositions.
- share performances with each other and give constructive criticism.

- demonstrate audience behaviour appropriate for the context and style of music performed.

#### CREATING

- explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.
- express one or more mood/feelings in a musical composition.

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

##### ATHLETICS

- Understand why is important to be helpful at athletics;
- Get familiar with relay at Athletics.

## **Taught as subject-specific:**

### **Inquiry into Maths**

Number:

- Model numbers to ten thousands using the base 10 place value system
- Read, write, compare and order whole numbers up to ten-thousands
- Develop strategies for memorizing addition, subtraction number facts

### **Inquiry into Visual Arts**

Creating

- Identify, plan and make choices of materials, tools and processes when using the Art Kit properly and look after it

### **Inquiry into Music**

Responding:

- begin to read and notate using values of whole, half note, dotted half note, quarter note and eighth note, and rests.

### **Inquiry into ICT**

- explore the thinking process happening in the computer system
- Safety on the computers in classrooms and online
- introducing, exploring and working in Office 365
- investigating different ICT tools for different purposes

### **Inquiry into PE**

- develop basic techniques of short and long distance running;
- understand different starting positions at running events;
- develop basic techniques of throwing requisite (vortex);
- get familiar with basic technique of long jump and high jump;
- understand the importance of safety;