

## LONG RANGE PLANS

School year 2016/2017

Grade 1

### Teachers:

Špela Peklar (Unit of Inquiry, English, Mathematics, Arts, Extra help, Homeroom lesson)

Anja Dežman (EAL, teacher assistant)

Vera Prijatelj (English assistant)

Denis Divjak (Physical Education)

Andreja Frelj (Music)

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

**Central Idea:** Traditions and celebrations show similarities and differences between cultures

### Lines of inquiry:

- Meaning of traditions in our lives - FORM
- How and why people celebrate – FUNCTION
- Important events in our lives - PERSPECTIVE

### Transdisciplinary skills:

**THINKING:** analysis, synthesis, evaluation

**SOCIAL:** respecting others

**COMMUNICATION:** listening, speaking, writing, viewing, presenting

**SELF-MANAGEMENT:** healthy lifestyle, codes of behaviour, time management

**RESEARCH:** collecting data, recording data, organizing data

### Attitudes:

- Tolerance
- Respect
- Confidence

### Learner profile:

- Thinker
- Open-minded
- Balanced

## **Taught within the Unit of Inquiry – learning through ENGLISH**

### WRITTEN LANGUAGE

#### Reading:

- enjoy reading and being read to
- begin to recognise and use different parts of a book
- begin to use reference books, and computers with some independence and confidence
- retell simple familiar books/stories independently with confidence and be willing to take risks
- recall the plot and characters of a story
- use simple dictionaries and simple reference books
- read different graphic organizers (tables, bar graphs)
- begin to recognise and talk about a range of different text types (letters, lists, recipes, stories, poetry)
- begin to read words and/or simple sentences
- understand the role of an author or illustrator
- participate in various reading activities (pair, group, class)
- engage daily in individual silent reading

#### Writing:

- use content-specific vocabulary which may be connected to the unit of inquiry
- begin to respond to the writing of others with sensitivity and respect
- show some knowledge of, and a willingness to use an appropriate writing process

### ORAL LANGUAGE

#### Listening

- retell, relate and sequence events in stories with increasing detail
- listen attentively and considerately and respond in small and large group situations
- pick out the main events and relevant points
- hear and accept differences between languages

#### Speaking

- express thoughts, feelings, ideas and opinions and be able to discuss them respecting contributions from others
- ask questions and give appropriate answers
- use speech to establish relationships with others for a variety of personal purposes
- give instructions, directions and messages and respond to the instructions of others
- develop specific vocabulary to suit different purposes (descriptive and comparative vocabulary)
- use simple and compound sentences, with appropriate word order
- begin to respond to text by identifying the main idea, questioning, and drawing conclusions
- respond orally to the work of others

### VISUAL LANGUAGE

#### Viewing and presenting

- understand that communication involves visual as well as verbal features
- understand that signs carry meaning
- make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing and other

## **Taught as a subject-specific (inquiry into ENGLISH)**

### WRITTEN LANGUAGE

#### Reading

- recognize and name letters (specific)
- read upper- and lower- case letters (specific)

## Writing

- understand sound-symbol relationships and recognize and name all letters and sounds
- know the alphabet and be able to use simple alphabetical order
- begin to use some common spelling patterns
- begin to use phonetic spelling
- accurately spell some high-frequency words
- write legible upper- and lower- case letters
- present writing appropriately with correct directionality and spacing and notebook spatial orientation

## **Taught within the Unit of Inquiry – learning through MATHEMATICS**

### DATA HANDLING

- begin to understand that information about themselves and their surroundings can be collected and recorded in different ways
- begin to understand that sets can be organized by one attribute
- begin to collect and represent data in different types of graphs, for example, tally marks, bar graphs
- begin to represent the relationship between objects in sets using tree and Venn diagrams
- express the chance of an event happening using words or phrases (impossible, maybe, certain)

### MEASUREMENTS

- understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- use measures of time to assist with problem solving in real-life situations.
- begin to understand the use of standard units to measure money
- begin to estimate objects using standard units of measurement for money
- begin to use standard units of measurement to solve problems in real-life situations involving money

## **Taught as a subject-specific (inquiry into MATH)**

### NUMBER

- model numbers to 12 using the base 10 place value system
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- begin to estimate sums and differences
- read and write whole numbers up to 50
- read, write, compare and order cardinal and ordinal numbers to 12
- begin to describe mental and written strategies for adding and subtracting two-digit numbers.
- use cardinal and ordinal numbers in real-life situations
- use fast recall of addition and subtraction number facts in real-life situations through to 12
- use mental and written strategies for addition and subtraction of numbers through to 12 in real-life situations
- begin to select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator

### PATTERNS AND FUNCTION

- begin to understand that patterns can be found in numbers, for example, odd and even numbers, skip counting
- begin to understand the inverse relationship between addition and subtraction
- begin to represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers
- describe number patterns, for example, odd and even numbers, skip counting
- extend and create patterns in numbers, for example, odd and even numbers, skip counting

## **Taught within the Unit of Inquiry – learning through EAL**

### WRITTEN LANGUAGE

#### Reading

- enjoy reading and being read to
- respond to what is being read
- retell simple familiar books/stories in simple sentences
- use simple dictionaries and simple reference books
- recognise a range of different text types (letters, lists, recipes, stories, poetry)
- understand the role of an author or illustrator
- participate in various reading activities (pair, group, class)
- engage daily in individual silent reading

#### Writing

- begin to use a simple dictionary
- show confidence and a positive attitude to writing

### ORAL LANGUAGE

#### Listening

- listen attentively and considerately and respond in small- and large group situations.
- listen to, and talk about, stories, poems, rhymes, questions, explanations, and instructions, riddles, notes, lists, invitations, greeting cards.
- begin to pick out the main events and relevant points.
- understand and respond to the ideas, feelings, and attitudes expressed in various texts.
- show interest in a variety of fiction and non-fiction books.
- hear and use rhyming words.
- recognise that story has a beginning, middle and end.
- identify with a character or situation

#### Speaking

- use speech to establish relationships with others and for a variety of personal purposes
- use content- specific vocabulary which may be connected to the unit of inquiry
- express thoughts, ideas, feelings and opinions and be able to discuss them using simple sentences/basic vocabulary
- retell, relate and sequence events and stories using basic vocabulary
- ask simple questions and give appropriate answers.

### VISUAL LANGUAGE

#### Viewing and presenting

- begin to understand that communication involves visual as well as verbal features.

## **Taught within the Unit of Inquiry – learning through MUSIC**

### RESPONDING

- sing from memory a varied repertoire of songs representing genres and styles from different cultures.
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- learn about importance of music in different cultures and cultural and religion celebrations.

### CREATING

- use vocal sounds, rhythms and instruments to express feelings or ideas.
- listen to music and create their own work in response.

## **Taught as a subject-specific (inquiry into MUSIC)**

### RESPONDING:

- sing from memory a varied repertoire of songs representing genres and styles from different cultures.
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- learn about importance of music in different cultures and cultural and religion celebrations.

### CREATING:

- use vocal sounds, rhythms and instruments to express feelings or ideas.
- participate in performing and creating music.

## **Taught within the Unit of Inquiry – learning through ART**

### RESPONDING

- show curiosity and ask questions about artworks
- describe what they notice about an artwork (cultural and other contexts)
- observe the relationships within an artwork and construct meanings (individuals and cultural groups)
- make personal connections to artworks – begin to understand individual responses, thoughts and ideas

### CREATING

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes and develop an understanding that choice of different tools and materials results in different outcomes
- realize that their artwork has meaning
- participate in individual and collaborative creative experiences.
- create artwork in response to a range of stimuli
- Introduce sketchbook and use it for responding to art and sketches

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

### MOVEMENT COMPOSITION

#### **DANCE**

- Combine locomotors and non-locomotors skills in order to improve rhythmic responses;
- develop independence to build personal responsibility;
- express your feelings through dance and music;
- listen and dance to music from different countries.

### GAMES

- get to know one game from their country;
- develop an appreciation of the role culture plays in games and sports;

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

### **MOVEMENT COMPOSITION**

#### DANCE

- combine loco motor and non-loco motor skills in order to improve rhythmic responses;
- develop independence to build personal responsibility;

### **GAMES**

- travel in different ways, changing speed and direction while maintaining body control;
- improve control of a ball when throwing and catching;

## Taught within the Unit of Inquiry – learning through PSE

### IDENTITY

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- are aware of their emotions and begin to regulate their emotional responses and behaviour

### INTERACTIONS

- listen respectfully to others
- share their own relevant ideas and feelings in an appropriate manner ask questions
- celebrate the accomplishments of others