



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2016/2017
Grade 1

Teachers:

Špela Peklar (Unit of Inquiry, English, Mathematics, Visual Arts, Extra help, Homeroom lesson)
Mateja Pompe (teacher assistant)
Denis Divjak (Physical Education)
Anja Dežman (Music)
Vera Božičkovič Prijatelj (English assistant)

Transdisciplinary theme: HOW THE WORLD WORKS

Central idea: The usage of water reflects who we are.

Lines of inquiry:

- properties and resources of water - FORM
- rational use of water – RESPONSIBILITY
- consequences of water use - CAUSATION

Transdisciplinary skills:

THINKING: acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition

COMMUNICATION: reading, writing, presenting

RESEARCH: formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

SOCIAL: accepting responsibility, group decision-making, adopting a variety of group roles

SELF MANAGEMENT: safety, codes of behaviour, informed choices

LEARNER PROFILE: knowledgeable, inquirer, principled

ATTITUDES: respect, confidence, appreciation

Taught within the Unit of Inquiry – learning through ENGLISH

WRITTEN LANGUAGE

Reading:

- enjoy reading and being read to
- read to some extent, for a variety of purposes and respond to what is read
- read various graphic organizers (Venn, tables, bar graph)
- use a variety of reading strategies to make meaning of text (picture clues, phonics, self correction, context...)
- recognize and use the different parts of a book (title page, table of content)
- begin to use reference books, dictionaries and computers with some independence and confidence

Writing:

- show confidence and positive attitude toward writing
- use content-specific vocabulary which may be connected to the unit of inquiry

ORAL LANGUAGE

Listening:

- listen attentively and considerately and respond in small and large groups
- be able to anticipate and predict when listening to texts read aloud

Speaking:

- use talk to establish relationship with others and for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contribution from others
- give instructions, directions and messages and respond to the instruction of others
- ask questions and respond appropriately
- respond orally to the work of others

VISUAL LANGUAGE

Viewing and presenting

- Begin to understand that communication involves visual as well as verbal features
- Use a range of communication media (video, photography, computers, texts) to locate, present and record information
- Use a variety of visual and technological media, the students will search for, record and present information
- Begin to use appropriate technology such as a computer, printer

Taught as a subject-specific (inquiry into ENGLISH)

WRITTEN LANGUAGE

Reading:

- read simple text aloud with expression and with regard to punctuation
- participate in paired, group or class reading activities
- use reading for pleasure, instruction and information
- use a variety of reading strategies to make meaning of text (picture clues, phonics, self correction, context...)
- know the alphabet and be able to use simple alphabetical order
- start to develop personal preferences in reading

Writing:

- show some knowledge of, and willingness to use an appropriate writing process
- use some simple literary forms and structures
- write about a range of topics that are personally significant
- respond orally to the work of others
- present writing appropriately with correct spacing and directionality
- exhibit skills in which precision in delicate muscle systems is required
- use content-specific vocabulary which may be connected to the unit of inquiry

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
- collect and represent data in different types of graphs, for example, tally marks, bar graphs
- represent the relationship between objects in sets using tree and Venn diagrams
- begin to collect, display and interpret data for the purpose of answering questions

Taught as a subject-specific (inquiry into MATHEMATICS)

MEASUREMENT

- begin to estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature
- use measures of time to assist with problem solving in real-life situations.
- begin to understand that tools can be used to measure

NUMBER

- model numbers to hundred using the base 10 place value system
- begin to estimate quantities to 100
- begin to model simple fraction relationships ($\frac{1}{2}$, whole)
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- model addition and subtraction of whole numbers through to 20
- develop strategies for memorizing addition and subtraction number facts
- begin to estimate sums and differences
- begin to understand situations that involve multiplication and division
- read and write whole numbers up to hundred
- read, write, compare and order cardinal and ordinal numbers to 10
- use whole numbers up to hundred in real-life situations
- use cardinal and ordinal numbers in real-life situations
- use fast recall of addition and subtraction number facts in real-life situations through to 20
- begin to use fractions in real-life situations
- use mental and written strategies for addition and subtraction of numbers through to 20 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
- begin to use strategies to evaluate the reasonableness of answers

PATTERN AND FUNCTION

- 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
- begin to use number patterns to represent and understand real-life situations
- use the properties and relationships of addition and subtraction to solve problems.

Taught within the Unit of Inquiry – learning through MUSIC

RESPONDING:

- explore body sounds and variety of untuned and tuned percussion instrument sounds.
- perform independent instrumental parts while other students sing or play contrasting part.
- use symbols to record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow).
- listen to music and create their own work in response.

CREATING:

- create and accompany music using a variety of sounds and instruments.
- create and arrange music to accompany readings or dramatization.
- improvise simple rhythmic and melodic phrases.

Taught within the Unit of Inquiry – learning through VISUAL ARTS

RESPONDING:

- identify the materials and processes used in the creation of an artwork and become aware that different art styles were produced at different times in history
- create artwork in response to a variety of stimuli.

Taught as a subject-specific (inquiry into VISUAL ARTS)

CREATING:

- engage with, and enjoy a variety of visual arts experiences
- tools, materials and processes for specific purposes and develop an understanding that choice of different tools and materials results in different outcomes
- combine different formal elements to create a specific effect
- realize that their artwork has meaning
- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- participate in individual and collaborative creative experiences.

Taught as a subject-specific (inquiry into SLOVENIAN)

ORAL LANGUAGE

Listening:

- listen attentively and respond in small and large groups
- hear the beginning, middle and end of the words
- hear rhyming words

Speaking:

- begin to use talk to establish relationships with others
- begin to give instructions and respond to the instruction of others
- begin to ask questions and respond appropriately

Taught as subject specific (Inquiry into PE)

INTERACTIONS

GAMES

GAMES

- Travel in different ways, changing speed and direction while maintaining body control;
- get to know one game from their country;
- learn basic rules to play games with balls;
- improve control of a ball when throwing and catching;
- control one or two balls with hands or feet;
- develop tolerance towards other students with different abilities;
- develop basic cooperation during games;
- develop an understanding of terminology, rules, movement patterns and performance that apply to games;
- develop an appreciation of the role culture plays in games and sports;
- get familiar with the origin and history of games and sports as they relate to community and national cultures

Taught as subject specific (Inquiry into PSE)

IDENTITY

- recognise perspectives that are different from their own
- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering
- develop strategies to enable successful learning, and encourages making independent choices

INTERACTIONS

- understand the need to act responsibly to help ensure the safety of themselves and others