



Danila Kumar International School  
Primary Years Programme (PYP)

## **LONG RANGE PLANS**

School year 2025/2026

Grade 1

### **Teachers:**

Klavdija Čuk (Unit of Inquiry, English, Mathematics, Visual Arts, Extra Help, Homeroom Lesson)  
Maja Kastelic (Teacher Assistant)  
Sara Štrancar (Music)  
Poli Leopoldina Hočevár (EAL)  
Andrew Tomlin (English Assistant)  
Denis Divjak (Physical Education)

**Transdisciplinary Theme:** How we organise ourselves

**Central Idea:** Being part of the school community brings different responsibilities.

### **Lines of Inquiry:**

- Grade one and a school community – FORM
- Class routines and processes – FUNCTION
- Our responsibilities as learners – RESPONSIBILITY

### **ATL:**

**THINKING:** critical-thinking skills, transfer skills

**COMMUNICATION:** exchanging-information skills

**RESEARCH:** Information-literacy skills

**SOCIAL:** developing positive interpersonal relationships and collaboration skills

**SELF MANAGEMENT:** organisation skills, states of mind

### **Learner Profile:**

- Risk-taker
- Communicator
- Thinker

**Differentiation by readiness, learning profile, and interest (EH lessons).**

## **Taught within the Unit of Inquiry - learning through language ENGLISH**

### WRITTEN LANGUAGE

#### Reading:

- begin to use simple dictionaries and reference books
- engage daily in individual silent “reading” with concentration
- show an interest in a variety of fiction and non-fiction literature

#### 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

### ORAL LANGUAGE

#### Listening:

- listen attentively and considerately and respond in small- and large-group situations
- listen to and talk about stories, rhymes, questions
- hear the beginnings, middle and endings of words
- begin to anticipate and predict when listening to texts read aloud
- hear and use rhyming words
- pick out main events and relevant points

#### Speaking:

- use speech to establish relationships with others and for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to respond orally to the work of others

### VISUAL LANGUAGE

#### Viewing and presenting

- understand that signs carry meaning
- begin to understand that communication involves visual as well as verbal features

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

### WRITTEN LANGUAGE

#### Reading

- recognize and name letters (specific)
- read upper- and lower- case letters (specific)
- show some knowledge of, and a willingness to use an appropriate writing process

#### Writing

- exhibit skills in which precision in delicate muscle systems is required
- accurately spell some high-frequency words
- draw vertical, horizontal, slanted, and winding lines, from left to right, top to bottom
- recognize and name some letters
- write legible some 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**

### **SHAPE AND SPACE**

- understand that directions can be used to describe pathways, positions and boundaries of their immediate environment
- interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment
- understand that geometric shapes are useful for representing real-world situations
- begin to represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, modelling, labelling

### **PATTERN AND FUNCTION**

- begin to represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

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

### **NUMBER**

- model numbers to 10 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 develop strategies for memorizing addition and subtraction number facts
- read and write the whole numbers up to 10
- read, write, compare and order numbers through to 10 (cardinal and ordinal numbers) using MORE, LESS, THE SAME
- use mental and written strategies for addition and subtraction of numbers through to 10 in real-life situations
- begin to select an appropriate method for solving a problem

## **Taught within the Unit of Inquiry – learning through VISUAL ARTS**

### **CREATING:**

- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- engage with, and enjoy a variety of visual arts experiences
- observe and comment others' artists work
- create artwork in response to a range of stimuli
- introduce sketchbook and use it for responding to art and sketches

### **RESPONDING:**

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork (cultural and other contexts)

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

### **WRITTEN LANGUAGE**

#### **Reading:**

- begin to use simple dictionaries and reference books

#### **Writing:**

- show confidence and positive attitude toward writing

## ORAL LANGUAGE

### Listening:

- show interest in a variety of fiction and non-fiction books
- listen to stories, rhymes, questions

### Speaking

- use content-specific vocabulary which may be connected to the unit of inquiry
- use speech to establish relationships with others and for a variety of personal purposes

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

### RESPONDING:

- learn about importance of music in different cultures and cultural and religion celebrations.
- listen to music and create their own work in response.
- respond and describe music characteristics or specify music events while listening to music.

### CREATING

- improvise “answers” in the same style to given rhythmic and melodic phrases.
- participate in performing and creating music.

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

### RESPONDING

- identify various uses and sources of music in their daily experiences.
- echo short rhythms and melodic patterns.
- sing in groups and respond to the signs of a conductor.

### CREATING

- improvise simple rhythmic and melodic phrases
- participate in performing and creating music

## **Taught within the Unit of Inquiry – learning through PHYSICAL EDUCATION**

### ATHLETICS

- are aware of their working environment
- develop an awareness of space, direction and levels in direction to their working environment;
- travel in different ways, changing speed and direction with control;
- develop speed and persistence;
- are able to run and jump in team situations;
- get to know athletics ABC

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

### ACTIVE LIVING

- recognize that acting upon instructions and being aware of others helps to ensure safety.
- understand the need to act responsibly to help ensure the safety of themselves and others.

## **Taught as subject specific (Inquiry into PSE)**

### IDENTITY

- solve problems and overcome difficulties with a sense of optimism
- identify and understand the consequences of actions

### INTERACTIONS

- enjoy interacting, playing and engaging with others
- take turns
- listen respectfully to others