



Danila Kumar International School  
Primary Years Programme (PYP)

### **LONG RANGE PLANS**

School year 2025/2026

Grade 4

#### **Teachers:**

Anja Plut (Unit of Inquiry, English, Mathematics, Slovenian, Homeroom programme)  
Tjaša Fritsch Križaj (Assistant UOI)  
Sonja Križman Launay (English Assistant)  
Mitja Uršič (Physical Education, Cycling)  
Gaja Smodiš (Visual Arts)  
Kristina Štemberger (Music)  
Saša Krapež (ICT)  
Mišo Jonak - EAL

**Transdisciplinary Theme:** Sharing the Planet

**Central Idea:** Classifying ecosystems establishes balance and supports sustainability.

#### **Lines of Inquiry:**

- *Elements in different ecosystems*
- *Conservation actions in different ecosystems*
- *Significant events that affect the balance of an ecosystem and their consequences*

**Specified Concepts:** Causation, Connection, Responsibility

#### **ATL:**

*Self-Management Skills:* organizational skills, time management, mindfulness.

*Research skills:* information-literacy skills.

*Social skills:* collaboration skills, interpersonal and social intelligence.

#### **Learner Profile:**

Inquirer, Knowledgeable, Caring, Principled

## **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
- ✓ Show appreciation of different writing styles
- ✓ Locate, access, organise information from a variety of the purposes and sources
- ✓ Show familiarity with the standard organisation of an informational text
- ✓ Generate new questions after reading and connect these to prior knowledge and experience

#### **Writing**

- ✓ Use an appropriate writing process independently
- ✓ Plan, organise and complete writing projects of increasing length and complexity
- ✓ Use a range of vocabulary including content-specific vocabulary
- ✓ Identify and use synonyms, antonyms, homonyms and homographs
- ✓ Use standard spelling for most words and use appropriate resources to check spelling
- ✓ Have a fluent and legible style of handwriting
- ✓ Write engaging stories that have recognisable and appropriate structure
- ✓ Show individuality and creativity in writing style
- ✓ Start developing their own voice and style
- ✓ Critically respond to the writing of others
- ✓ Use a range of modes in writing (descriptive)

### **ORAL LANGUAGE**

#### **Listening:**

- ✓ Listen appropriately for a sustained period and for a variety of purposes
- ✓ Show interest and respect for other languages
- ✓ Identify and appreciate differences and similarities between languages

#### **Speaking:**

- ✓ Use discussion to (generate) develop, modify and present ideas
- ✓ Participate appropriately in (complex) discussions, conversations, class meetings, presentations
- ✓ Argue persuasively, practice debating skills, present a point of view
- ✓ Infer meaning, draw conclusions, make judgements
- ✓ Use a wide vocabulary and complex sentence structures accurately
- ✓ 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

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

### MEASUREMENT

- ✓ Understand the use of standard units to measure area
- ✓ Estimate and measure using standard units of measurement (area)
- ✓ Use standard units of measurement to solve problems in real-life situations involving area
- ✓ Select appropriate tools and units of measurement

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

### RESPONDING

- ✓ Develop a critical awareness of their own environment and the place of art within it
- ✓ Express feelings and ideas through art
- ✓ Learn how to set up an exhibition considering the effective positioning of students' art works
- ✓ Reflect on their own and others' creative processes to inform their thinking

### CREATING

- ✓ Use sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information
- ✓ Get acquainted with, recognise and properly use various drawing materials and techniques
- ✓ Develop the sense for combining natural and artificial materials
- ✓ Develop observation and sensitivity for details
- ✓ Learn to identify the elements and principles of art and design and use them in appropriate way when producing and responding to works of art
- ✓ Develop observation of lines in nature and artworks: recognise, name and apply different types of lines (freehand lines, lines drawn with instruments), lines drawn with various material (liquid, solid), different arrangements (variables) of lines (density, thickness, intersections, direction)

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

### RESPONDING

- ✓ sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.
- ✓ sing partner songs.
- ✓ perform in groups, blending instrumental timbres, matching dynamic levels, and responding to

the cues of a conductor.

- ✓ share and compare their experiences as audience members at various performances.

#### **CREATING**

- ✓ improvise upon a basic pattern to reinforce the importance of the individual within the group.
- ✓ 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 numbers to a million using the base 10 place value system
- ✓ read, write, compare and order whole numbers up to a million
- ✓ develop strategies for memorizing addition, and subtraction, number facts
- ✓ use whole numbers up to a million in real-life situations
- ✓ select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- ✓ estimate sum and difference in real-life situations

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

##### **Athletics:**

- ✓ improve different skills of basic athletic events (throwing events, jumping events, short and long distance running);
- ✓ understand basic rules of that event;
- ✓ develop positive attitude to physical participation in athletics;
- ✓ understand the meaning of athletic in general;
- ✓ understand importance of athletics for other sports activities;

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

- ✓ Rules in the computer lab
- ✓ Using technology safe and healthy
- ✓ Understand the structure and components of a local network

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

##### **RESPONDING**

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

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

##### **IDENTITY**

- ✓ Students are able to organise themselves effectively
- ✓ Students develop positive attitude towards learning
- ✓ Students know and identify the attributes of the Learner profile

#### INTERACTIONS

- ✓ Students know what School Council is and actively participate in it
- ✓ Students express their opinion and consider others' opinions
- ✓ Students follow school and class safety rules and routines and explain why

#### ACTIVE LIVING

- ✓ Students understand that they have responsibilities for their health by doing regular physical activity and they understand the importance of nutrition (šolska shema sadja)

#### DIFFERENTIATION:

Throughout our unit we use different types of differentiation, such as content, by providing varied resources and entry points; process, by using flexible strategies and grouping structures; product, by allowing students to demonstrate their understanding in multiple ways; and learning environment, by creating inclusive and supportive spaces for learning. We also take into account students' readiness, interests, and learning profiles to ensure that all learners are engaged, appropriately challenged, and able to succeed within the inquiry.