



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)
Sonja Križman Launay (English Assistant)
Mitja Uršič (Physical Education)
Gaja Smodiš (Visual Arts)
Kristina Štemberger (Music)
Saša Krapež (ICT)
Mitja Uršič (Cycling)

Transdisciplinary Theme: How we express ourselves

Central Idea: Stories come in different forms

Lines of Inquiry:

- Myths, legends, tales and fables around the world (Form)
- Similarities and differences between fables, myths, tales and legends (Function)
- Characterisation, plot development and the role of setting (Perspective)

Specified Concepts: Form, function, perspective

Transdisciplinary Skills:

Communication skills: listening, speaking, reading, writing, viewing, presenting

Thinking skills: acquisition of knowledge, comprehension, application, analysis, evaluation, dialectical thought, metacognition

Learner profile:

Communicator, open-minded, reflective

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
- Identify the elements of plot
- Are able to reflect upon and analyse details of character and plot
- Recognise structural and stylistic differences between fiction and non-fiction
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Categorise literature (fable, myth, biography, novel)
- Appreciate authors' use of language and begin to recognise meaning beyond the literal
- Appreciate the structural and stylistic differences between fiction and non-fiction
- Show appreciation of different writing styles
- Locate, access, organise information from a variety of the purpose of sources
- Generate new questions after reading and connect these to prior knowledge and experience
- Show familiarity with the standard organisation of an informational text

Writing

- Display a sense of audience by writing in a variety of styles for a range of purposes (fable, myths)
- Use an appropriate writing process independently
- Use appropriate paragraphing
- Use increasingly complex sentence structure
- Use appropriate punctuation and grammar (apostrophes, quotation marks, colons, semi-colons)
- Plan, organise and complete writing projects of increasing length and complexity
- Use a range of vocabulary including content-specific vocabulary
- 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
- Respond critically to the writing of others

ORAL LANGUAGE

Listening and speaking

- Use discussion to (generate) develop, modify and present ideas
- Use a wide vocabulary and complex sentence structures accurately
- 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

- 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 Maths

DATA HANDLING

- Understand that probability is based on experimental events
- Begin to express probability using simple fractions
- Begin to use probability to determine mathematically fair and unfair games and to explain possible outcomes
- Begin to use tree diagrams to express probability using simple fractions
- Begin to understand that the mode can be used to summarize a set of data
- Understand that one of the purposes of a database is to answer questions and solve problems
- Interpret range and scale on graphs
- Begin to identify the mode of a set of data

MEASUREMENT

- Read and write digital and analogue time on 12-hour and 24-hour clocks

Taught within the Unit of Inquiry - learning through Visual Arts

RESPONDING

- Express feelings and ideas through art
- Start to develop awareness that people have used artwork as an expression of their feelings in response to a situation
- Develop appreciation of art as a form of communication and as an expressive language in its own right

CREATING

- Use a sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of on-going information
- Develop sensibility for mixing colours in colour and shade tones
- Creatively combine handwriting and drawing in art works
- Use a personal interest, belief or value as the starting point to create a piece of artwork

- Combine and use variety of media, including IT, to explore and express ideas

Taught within the Unit of Inquiry - learning through Music

RESPONDING

- sing with accuracy and control focusing awareness on the musical elements (pitch, rhythm, timbre, diction, posture, tempo, dynamic)
- recognize music from a basic range of cultures and styles
- identify similarities and differences in various arts
- express their experiences, formed while they listen to music, through other arts
- reflect upon how their music expresses their personal voice and the impact it has on others

CREATING

- improvise upon a basic pattern to reinforce the importance of the individual within the group
- deliver a musical message to parents, kindergarten children, and friends)

Taught within the Unit of Inquiry - learning through PE

- use different relaxation techniques (STORY TIME YOGA)

Taught within the Unit of Inquiry - learning through PSE

IDENTITY

- Students implement their personal strengths in order to contribute to shared goals

INTERACTIONS

- Students take responsibility for their own behaviour and recognise the areas that could be improved

Taught as subject-specific (inquiry into maths)

NUMBER

- Model multiplication of whole numbers (multiplying by 1-digit number)
- Use the language of multiplication, for example, factor, multiple, product
- Use fast recall of multiplication number facts in real-life situations
- Use mental and written strategies for multiplication in real-life situations
- Describe mental and written strategies for multiplication
- Estimate product in real-life situations

PATTERN AND FUNCTION

- Understand that patterns can be analysed and their rules identified
- Understand that multiplication is repeated addition and that division is repeated subtraction
- Understand the inverse relationship between multiplication and division
- Understand the associative and commutative properties of multiplication.
- Describe the rule for a pattern in a variety of ways
- Represent rules for patterns using words and symbols
- Identify a sequence of operations relating one set of numbers to another set.

- Select appropriate methods for representing patterns, for example using words and symbols
- Use number patterns to make predictions and solve problems
- Use the properties and relationships of the four operations to solve problems.

SHAPE AND SPACE

- Understand the common language used to describe shapes
- Analyse and describe 2D shapes

Taught as subject-specific (inquiry into Visual Arts)

- Create artwork for a specific audience
- Develop fine motor skills

Taught as subject-specific (learning through ICT)

- Retrieve information relevant to an inquiry by conducting an effective search,
- cite all sources used when presenting research,
- validate the content of some websites to check for accuracy,
- use ICT to plan an information search or generation of information, recognising some pattern within the information.

Taught as subject-specific (PE)

HEALTH RELATED FITNESS

- are aware of the importance of sport;
- are able to explain how is a sport connecting with health;
- develop positive attitudes to health;
- are aware of different exercises important for good health;

Taught as subject-specific (PSE)

IDENTITY

- Students are able to organise themselves effectively
- Students develop positive attitude towards learning

INTERACTIONS

- Students express their opinion and consider others' opinions
- Students know what the School Council is and participate actively in it

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.