



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 Hočevar Eve (EAL)

Andrew Paul Tomlin (English Assistant)

Denis Divjak (Physical Education)

Gaja Smodiš (Visual Art Assistant)

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

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

### **Lines of inquiry:**

- Traditions and celebrations in our lives - CAUSATION
- How and why people celebrate – FUNCTION
- Important events in human lives - PERSPECTIVE

### **ATL skills:**

**THINKING:** Critical-thinking skills, Creative-thinking skills, Transfer skills;

**SOCIAL:** Developing positive interpersonal relationships and collaboration skills, developing social-emotional intelligence;

**COMMUNICATION:** Exchanging-information skills, Literacy skills;

**SELF-MANAGEMENT:** Organisation skills, States of mind;

**RESEARCH:** Information-literacy skills, Media-literacy skills, Ethical use of media/information;

### **Learner profiles:**

- 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 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 MATHEMATICS)**

### 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

### PATTERN 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**

- express your feelings through dance and music;
- listen and dance to music from different countries.

## **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;

## **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