



## LONG RANGE PLANS

School year 2025/26

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 the world works

**Central Idea:** Earth provides energy for different uses

### Lines of Inquiry:

- How renewable and non-renewable energy sources change
- Use of energy in today's world
- Saving energy

**Specified Concepts:** change, function, responsibility

### ATL Skills:

**THINKING SKILLS:** consider ideas from multiple perspectives; seeing relationships and conclusions; identify obstacles and challenges; propose and evaluate a variety of solutions; apply existing knowledge to design new product processes or technologies; generate metaphors and analogies; identify strengths and areas of improvement.

**RESEARCH SKILLS:** outline a plan for finding necessary information; gather information from a variety of primary and secondary sources; use critical literacy skills to analyse and interpret information.

**COMMUNICATION SKILLS:** listen actively and respectfully while other speak; be aware of cultural differences when providing and interpreting communication; speak and express ideas clearly and logically in small and large groups; give and receive meaningful feedback and feedforward; read a variety of sources for information and for pleasure; use appropriate forms of writing for different purposes and audiences.

**SOCIAL SKILLS:** practice empathy and care for others; learn cooperatively in a group: being courteous, sharing, taking turns; take a variety of roles in group learning; be aware of own and others' emotions.

**SELF-MANAGEMENT SKILLS:** plan short and long term tasks; set goals that are challenging and

realistic; use time effectively and appropriately; take on and complete tasks as agreed; demonstrate persistence; take responsibility for one's own actions; work through disappointment.

**Learner profile:**

Thinker, Risk-taker, Inquirer

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

## **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
- Recognise figurative language (personifications, idioms, metaphors)
- 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
- Recognise that poems have layers of meaning
- Show understanding that different texts, poems may be interpreted differently by different people
- Feel that words can evoke mental images
- Use specific vocabulary to comment on and analyse poetry (line, stanza, rhyme, rhythm)
- 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 (interviews, poems)
- Use an appropriate writing process independently
- Plan, organise and complete writing projects of increasing length and complexity
- Use increasingly complex sentence structure
- Recognise and use the main parts of speech correctly (verb)
- Use a range of vocabulary including content-specific vocabulary
- Use figurative language appropriately in writing (simile, metaphor, idiom)
- Use standard spelling for most words and use appropriate resources to check spelling
- Have a fluent and legible style of handwriting
- Show individuality and creativity in writing style
- Start developing their own voice and style
- Respond to writing of others critically
- Use of note-taking and study skills
- Experiment with composing different forms of poetry

### **ORAL LANGUAGE**

#### **Listening and speaking**

- Use discussion to (generate) develop, modify and present ideas
- Use a wide vocabulary and complex sentence structures accurately
- Understand and use metaphor, simile and personification
- 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
- Respond to viewing experiences orally and in writing using specific vocabulary
- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes

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

### RESPONDING:

- analyse different compositions describing how the musical elements enhance the message
- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- describe the process used to create their own music and compare it with others, in order to improve their compositions
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

### CREATING:

- 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 (PE)**

### GAMES

- use rules of fair-play;
- feel sensitivity towards the different abilities of students in the group and be responsive to the needs of others;
- demonstrate the ability to assist others in developing their motor skills;
- demonstrate basic techniques of ball games
- understand basic rules of the game;
- develop positive attitudes to ball games;
- develop team spirit and connections with other students;
- use rules of fair-play;

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

### MEASUREMENT

- understand that measures can fall between numbers on a measurement scale, for example,  $3\frac{1}{2}$  kg, between 4 cm and 5 cm
- understand relationships between units, for example, metres, centimetres and millimetres
- begin to understand unit conversions within measurement systems (metric)

- describe measures that fall between numbers on a scale
- begin to carry out unit conversions within measurement systems (metric)

#### NUMBER

- model decimal fractions to hundredths
- model addition and subtraction of decimals
- estimate sum, difference in real-life situations, including decimals
- add and subtract decimals in real-life situations

#### **Taught as subject-specific (Visual Arts)**

##### RESPONDING

- Set up a class exhibition on chosen artists considering the time-line in positioning of their art works
- Explain the cultural and historical perspectives of the artists and their artwork
- Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- Express feelings and ideas through art

##### CREATING

- Use a sketchbook as an everyday tool to reflect, to discover and to develop personal interests
- Use a sketchbook as a tool of working through the artistic inquiry cycle
- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design in the chosen artists' masterpieces

#### **Taught as subject-specific (learning through ICT)**

- locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways
- explain why located data or information was selected
- identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem

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

##### IDENTITY

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

##### INTERACTIONS

- Students learn what bullying is and how to deal with it (mediation ...)
- Students learn what "I sentences" are and they are using them in their everyday life
- Students express their opinion and consider others' opinions
- Students are able to find a way to interact positively with others
- Students know what School Council is and participate actively in it