



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2025/2026

KG

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Transdisciplinary theme: How we express ourselves

Central idea: Manners affect others.

Lines of Inquiry and concepts:

- Basic manners - form
- Importance of manners - responsibility
- Group decision making - function

Related concepts: Behaviour, fairness

ATL skills:

- Thinking skills: transfer skills
- Self-management skills: organisation skills, states of mind
- Communication skills: exchanging-information skills
- Social skills: developing positive interpersonal relationships and collaboration skills

Learner profile: communicator, principled, open-minded, caring, balanced.

Taught within the Unit of Inquiry - learning through language (English)

WRITTEN LANGUAGE

READING

- begin to discriminate between letters, numbers, symbols and words
- tell a sequence of a story

WRITING

- start copying familiar letters, words
- begin to differentiate between numbers, letters, symbols and drawings
- begin to exhibit skills in which precision in delicate muscle systems is required

ORAL LANGUAGE

LISTENING

- begin to listen and respond to stories, poems, rhymes, songs, instructions, questions and explanations
- start to listen effectively in order to follow instructions
- begin to show an awareness of rhythm and rhyme

SPEAKING

- talk about and begin to retell stories and describe pictures
- begin to speak in order to be understood

VISUAL LANGUAGE

VIEWING AND PRESENTING

- begin to view and listen to media works and talk about what they mean
- begin to make connections between sounds and symbols using samples of media such as photos, videos etc

Taught within the Unit of Inquiry - learning through language (Slovene)

ORAL LANGUAGE

SPEAKING

- use Slovenian words (dober dan, nasvidenje, hvala, prosim, oprosti)
- greet Slovenian teachers and other workers of the school in Slovenian

Taught within the Unit of Inquiry - learning through mathematics

DATA HANDLING

- start to discuss chance in daily events (impossible, maybe, certain).
- start to represent information through pictographs

MEASUREMENT

- start to describe observations about events and objects in real-life situations.

SHAPE AND SPACE

- begin to understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.

Taught as subject specific (inquiry into mathematics)

NUMBER

- start to understand conservation of numbers
- start to understand the relative magnitude of whole numbers
- start to recognize groups of zero to five objects with counting (subitizing) understand whole- part relationships
- start to subitize in real-life situations
- start to use simple fraction names in real-life situations.

Taught within the Unit of Inquiry - learning through physical education

ACTIVE LIVING

- start to engage in a variety of different physical activities
- begin to demonstrate an awareness of the connection between health and being physically active
- demonstrate an awareness of basic hygiene in their daily routines
- start to recognize some of the effects of physical activity on the body

Taught within the Unit of Inquiry - learning through drama

RESPONDING

- talk about ideas and feelings in response to dramatic performances
- respond to dramatic ideas through spoken, visual, auditory and kinesthetic media.

CREATING

- engage in imaginative play using a range of stimuli
- develop the ability to cooperate and communicate with others in creating drama
- explore basic bodily movements and the use of space

Taught within the Unit of Inquiry - learning through visual arts

RESPONDING

- enjoy experiencing own artworks and those from different artists on reproductions
- show curiosity and begin to ask questions about artworks
- begin to recognize basic art elements
- select tools, materials and processes for specific purposes
- start to identify the art materials and art tools

CREATING

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes

- combine different formal elements to create a specific effect

Taught within the Unit of Inquiry - learning through music

RESPONDING

- use voice to imitate sounds and learn songs
- bring music from home to share
- describe differences in music
- move their bodies to express the mood of the music
- describe how music makes them feel
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- explore body and untuned percussion instrument sounds

CREATING

- use vocal sounds, rhythms and instruments to express feelings or ideas
- create and accompany music using a variety of sounds and instruments
- play untuned percussion instruments in time with a beat
- use the voice and body to create musical patterns
- explore sound as a means of expressing imaginative ideas
- recreate sounds from familiar experiences

Taught within the Unit of Inquiry - learning through personal and social education

IDENTITY

- start to identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)
- describe how they have grown and changed
- begin to describe some personal and physical characteristics and personal needs and wants
- start to talk about similarities and differences between themselves and others
- begin to identify their feelings and emotions and explain possible causes
- start to understand that other people have feelings different from their own
- identify and explore strategies that help them to cope with change
- start to identify positive attitudes and thoughts in themselves and others
- become familiar with attributes of learner profile

INTERACTIONS

- enjoy interacting, playing and engaging with others

- start to take turns while playing and sharing toys with peers
- begin to listen respectfully to teachers and peers
- follow school rules and routines
- start sharing their own ideas and feelings in an appropriate manner
- begin to cooperate with peers while playing