



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, Cycling)

Gaja Smodiš (Visual Arts)

Kristina Štemberger (Music)

Saša Krapež (ICT)

Mišo Jonak - EAL

**Transdisciplinary Theme:** WHO WE ARE

**Central Idea:** Beliefs, values and cultures have an impact on who we are as individuals

**Lines of Inquiry:**

- Main world religions
- Common aspects of different religions
- Beliefs and values promoted by different religions

**Specified Concepts:** Form; Perspective; Connection

**Additional concepts;** religion, traditions, values, beliefs

**Transdisciplinary Skills:**

*Thinking skills:* acquisition of knowledge, synthesis, evaluation, dialectical thought, metacognition

*Social skills:* respecting others, group decision making, cooperating, adopting a variety of group roles

**Learner profile:**

Inquirer, Communicator, Thinker, Risk-taker, Open - minded

## **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 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
- 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 standard spelling for most words and use appropriate resources to check spelling
- Have a fluent and legible style of handwriting (cursive)
- Write engaging stories that have recognisable and appropriate structure
- 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

### ORAL LANGUAGE

#### Listening and speaking

- Use discussion to (generate) develop, modify and present ideas
- Prepare and deliver individual presentations for a variety of purposes
- 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
- 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
- Identify and begin to analyse the structures and features characteristic of some visuals
- Are aware of the effect of design on the meaning of the visual
- Recognise that visuals are constructed for particular reasons

- Willing to work with a variety of materials to plan and carry out different projects

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

### DATA HANDLING

- understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs
- understand that scale can represent different quantities in graphs
- design a survey and systematically collect, organize and display data in bar graphs
- select appropriate graph form(s) to display data
- collect, display and interpret data using simple graphs, for example, bar graphs, line graphs
- identify, read and interpret range and scale on graphs

### MEASUREMENT

- use timelines in units of inquiry and other real-life situations

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

### RESPONDING

- Express feelings and ideas through art
- Develop and appreciate creativity and originality
- Compare, contrast and categorize artworks from a range of cultures, places and times
- Develop sensitivity to artistic works
- 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

- Develop the sense and awareness of balance (symmetrical) and composition in art works
- Develop sensibility for mixing colours in colour and shade tones
- Develop sensitivity, skill and understanding of the elements and principles of art and design
- Learn to identify the elements and principles of art and design and use them in appropriate way when producing and responding the 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)
- Develop understanding and sense for primary/secondary, similar, light/dark colours and recognise them in art works
- Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures
- Use a personal interest, belief or value as the starting point to create a piece of art work

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

### CREATING:

- sing from memory a varied repertoire of songs representing genres and styles from different cultures
- perform expressively a varied repertoire of music representing diverse genres and styles
- compare aspects of music from different times and places
- 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

RESPONDING:

- create and perform a movement sequence accompanied by music that they have created

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

IDENTITY

- students are able to recognize the influence that each culture has on its followers
- accept and appreciate the diversity of cultures, experiences and perspectives of others

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

NUMBER

- model equivalent fractions
- use the language of fractions, for example, numerator, denominator
- model addition and subtraction of fractions with related denominators
- read and write equivalent fractions
- read, write, compare and order fractions to hundredths
- use decimal fractions in real-life situations
- add and subtract fractions with related denominators in real-life situations
- estimate sum, difference in real-life situations, including fractions
  
- begin to use ratio and percentages in real-life situations
- begin to model, read, write and order percentages
- use strategies to evaluate the reasonableness of answers
- begin to model, read and write ratios

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

IDENTITY

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

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)

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

### **GYMNASTICS**

- jump on and off a vaulting box;
- improve traditional gymnastics skills (forward roll, roll backward, shoulder stand, hand stand, cartwheel, basic jumps on small trampoline), involving physical agility, flexibility, strength and coordination;
- develop positive thought and attitudes;
- understand uniqueness and individual abilities.
- develop an appreciation of and respect for the educational gymnastics environment;
- assemble simple gymnastic routine

### **DANCE**

- develop independence to build personal responsibility;
- develop basic dancing movements;
- express feelings through dance and music;
- understanding the influence of emotions, attitudes and beliefs on our actions;
- demonstrate the ability to assist others in improving their skills
- demonstrate an understanding of the origin and history of dance as it relates to community and national identity.;