



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:** WHERE WE ARE IN TIME AND PLACE

**Central Idea:** Past civilizations influence contemporary societies.

#### **Lines of Inquiry:**

- Past civilizations
- Daily life in past civilizations
- Past civilizations and their influence on present-day societies

**Specified Concepts:** Form, Change, Connection

#### **Transdisciplinary Skills:**

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

**Research skills:** planning, collecting data, recording data, organising data, interpreting data, presenting research finding

**Thinking skills:** application, analysis, synthesis, evaluation

#### **Learner profile:**

Inquirers, Communicators

## 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 structural and stylistic differences between fiction and non-fiction
- Appreciate the structural and stylistic differences between fiction and non-fiction
- Show appreciation of different writing styles
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Locate, access, organise information from a variety 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 (fiction story)
- Use an appropriate writing process independently
- Plan, organise and complete writing projects of increasing length and complexity
- Use increasingly complex sentence structure
- Use a range of vocabulary including content-specific vocabulary
- Use standard spelling for most words and use appropriate resources to check spelling
- 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 a range of modes in writing (narrative)

### 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
- Communicate in more than one language
- 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
- Begin to develop an awareness of how characters in film are constructed
- Analyse the different meanings that can be conveyed in different versions of the same story (film/book, comic strip/book)
- Identify and begin to analyse the structures and features characteristic of some visuals

- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes
- Demonstrate behaviour for a large range of visual material (movies, poster, CD-ROMs, atlases, sculptures, paintings, graphic organisers, symbols)
- Respond to viewing experiences orally and in writing using specific vocabulary
- Be 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**

#### **NUMBER**

- Know Roman numerals
- Use Roman numerals in real-life situations

#### **PATTERN AND FUNCTION**

- Recognize and explain symmetrical patterns, including tessellation, in the environment
- Understand that patterns can be analysed and rules identified
- Identify slides, flips and turns of shapes
- Draw slides, flips and turns of shapes

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

#### **RESPONDING:**

- Start to develop awareness that people have used artwork as an expression of their feelings in response to a situation
- Use relevant and insightful questions to extend their understanding

#### **CREATING:**

- Use a range of strategies to solve problems during the creative process
- Learn working procedures with clay and firing clay
- Gain skills in modelling pottery works in pottery techniques
- Recognise the difference between a sculpture and a relief (low)
- Develop the sense for the sculpture as a whole
- Develop the sense for all-side modelling
- Develop the sense for stability and volume
- Develop the sense for textured and relief surfaces
- Use appropriate expressions and terms

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

- internet research about past civilization tools that influence on development of ICT (development of computer, telephone, TV)
- learn how to communicate with images
- develop an efficient visual communication in movie maker or other IT animation tool
- learn how to prepare presentation with a use of visual elements
- develop independence in working, creativity and organization

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

#### **RESPONDING:**

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor
- devise criteria for evaluating performances and compositions

- discuss music that relates to social issues and/or values
- compare aspects of music from different times and places

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 (inquiry into Mathematics)**

### NUMBER

- Model division of whole numbers (dividing by 1 digit numbers)
- Use the language of division
- Develop strategies for memorizing division number facts
- Describe mental and written strategies for division
- Estimate quotient in real-life situations
- Use mental and written strategies for division in real-life situations
- Use fast recall of division number facts in real-life situations

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

### RESPONDING:

- use notation to practice and perform a piece of music
- use standard symbols to notate meter and rhythm of simple patterns presented by teacher

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

### DEFINE AND PLAN INFORMATION SEARCHES AND BECOME CRITICAL INFORMATION CONSUMERS

- 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,

### LOCATE, GENERATE AND ACCESS DATA AND INFORMATION (USING APPROPRIATE STRATEGIES AND TOOLS)

- 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

### CREATE, EDIT AND SHARE GENERATED INFORMATION, IDEAS, PLANS AND PROCESSES

- use ICT to generate ideas and plan solutions

### GENERATE SOLUTIONS TO CHALLENGES AND LEARNING AREA TASKS

- independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes
- Create digital products with integrated materials such as images and sound files with logical sequence and content
- Reflect on digital products, refining/ editing them

### COLLABORATE, SHARE AND EXCHANGE (CONTRIBUTE TO AND LEARN FROM OTHERS)

- select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

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

### IDENTITY

- Students are able to analyse and reflect upon their own feelings, actions and reactions
- Students develop positive attitude towards learning
- Students know and identify the attributes of the Learner profile
- Students are able to organise themselves effectively

### INTERACTIONS

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

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

### **INTERACTIONS**

#### **GAMES**

##### **SOFTBALL**

- demonstrate playing softball
- understand basic rules of the game
- develop positive attitude to that game
- develop team spirit and connections with other students
- use rules of fair-play

### **IDENTITY**

#### **MOVEMENT**

##### **DANCE**

- develop independence to build personal responsibility
- understanding the influence of emotions, attitudes and beliefs on our actions
- demonstrate an understanding of the origin and history of dance as it relates to community and national identity