Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2026/2027

KG

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Transdisciplinary theme: Who we are

Central Idea: Relationships develop identities.

Lines of Inquiry:

- What are different relationships - form
- The functions of relationships - function
- Similarities and differences between relationships – perspective

Additional concepts: relationship, roles, diversity, identity.

Transdisciplinary skills:

Thinking skills: Critical thinking, Creative thinking, Information transfer, Reflection and metacognition

Research skills: Information literacy
Communication skills: Exchanging information, Symbolic exploration and expression

Social skills: Interpersonal relationships, social and emotional intelligence

Self-management skills: Organisation, States of mind

Learner profile: open-minded, caring, communicator

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

WRITTEN LANGUAGE

PRE-READING

- understand that print has meaning
- recognise their own and other familiar names
- demonstrate conventional book-handling skills
- enjoy being read to

PRE-WRITING

- show interest and curiosity in different models or forms of written text
- write own name
- show knowledge of names of the letters of the alphabet
- differentiate between numbers, letters, symbols and drawings

ORAL LANGUAGE

LISTENING

- begin to listen, appreciate and relate to different voice tones
- realize the power language has to fulfil their needs and gain information
- use language to connect what they already know
- listen to, respond and talk about stories, rhymes, songs, instructions, questions and explanations

SPEAKING

- speak clearly in order to be understood
- use language to connect new experiences to what they already know
- use language and participate in imaginative play, storytelling, role play and dramatization of stories, discussions and conversations

VISUAL LANGUAGE

VIEWING AND PRESENTING

- recognize name, familiar media words and labels
- view and listen to media works and talk about their meaning
- begin to make connections between letters, sounds and symbols and familiar media (photos, magazines)

Taught within the Unit of Inquiry – learning through mathematics

DATA HANDLING

- understand that sets can be organized by different attributes
- understand that information about themselves and their surroundings can be obtained in different ways

MEASUREMENT

- understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder

- understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, story time, today, tomorrow

SHAPE AND SPACE

- understand that 2D and 3D shapes have characteristics that can be described and compared
- 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.

NUMBER

- understand one-to-one correspondence
- understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set
- understand conservation of number
- understand the relative magnitude of whole numbers
- recognize groups of zero to five objects without counting (*subitizing*)

PATTERN AND FUNCTION

- understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature

Taught within the Unit of Inquiry – learning through arts

RESPONDING

Visual arts

- enjoy experimenting own artworks and those from different artists
- identify the art materials and art tools
- create artwork in response to a variety of stimuli

Drama

- use materials to symbolically show location and character
- respond to dramatic ideas through spoken, visual, auditory and kinaesthetic mediums

Dance

- respond to dance through spoken, written, visual and/or kinaesthetic mediums
- identify dance components such as rhythm and use of space in their own and others' dance creations.

Music

- use voice to imitate sounds and learn songs
- move their bodies to express the mood of the music
- describe how music makes them feel
- distinguish the sounds of different instruments in music
- listen to music and create their own work in response

CREATING

Visual arts

- realize that their artwork has meaning
- use imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- try out new things for themselves

Drama

- 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
- explore familiar roles, themes and stories dramatically
- create roles in response to props, set and costumes

Dance

- respond to word, rhythm and/or music through movements
- communicate and express feelings through body movements
- explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- develop physical balanceand coordination

Music

- use the voice and body to create musical patterns
- record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- use vocal sounds, rhythms and instruments to express feelings or ideas

Taught within the Unit of Inquiry – learning through personal, social and physical education

IDENTITY

- identify themselves in relation to others
- are able to find similarities and differences between themselves and others;
- begin to recognise others perspectives that may be different from their own;
- identify positive thoughts and attitudes in themselves and others;
- willingly approach and persevere with new situations;

INTERACTIONS

- enjoy interacting, playing and engaging with others;
- are able to take turns
- follow the school rules and routines

ACTIVE LIVING

- engage in a variety of different physical activities;
- demonstrate an awareness of basic hygiene in their daily routines;
- develop a range of fine and gross motor skills;