



Danila Kumar International School  
Primary Years Programme (PYP)



## LONG RANGE PLANS

School year 2020/2021

Grade 4

### Teachers:

Anja Plut (Unit of Inquiry, English, Mathematics, Slovenian, Homeroom programme)  
Sonja Križman Launay (English assistant)  
Denis Divjak (Physical Education)  
Anja Podreka (Visual Arts)  
Jasmina Pecić Tagliaferri (Music)

**Transdisciplinary Theme:** Sharing the Planet

**Central Idea:** The conservation of forests balances ecosystems

### Lines of Inquiry:

- *The diversity of trees and their importance*
- *The ecosystem of a forest*
- *Significant events that affect the balance of an ecosystem and their consequences*

**Key Concepts:** Function, Connection, Responsibility

### ATL:

*Self-Management Skills:* organizational skills, time management, mindfulness.

*Research skills:* information-literacy skills.

*Social skills:* collaboration skills, interpersonal and social intelligence.

### Learner Profile:

Inquirer, Knowledgeable, Caring, Principled

## 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 purposes and sources
- ✓ Show familiarity with the standard organisation of an informational text
- ✓ Generate new questions after reading and connect these to prior knowledge and experience

#### Writing

- ✓ Use an appropriate writing process independently
- ✓ Plan, organise and complete writing projects of increasing length and complexity
- ✓ Use a range of vocabulary including content-specific vocabulary
- ✓ Identify and use synonyms, antonyms, homonyms and homographs
- ✓ 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
- ✓ Critically respond to the writing of others
- ✓ Use a range of modes in writing (descriptive)

### ORAL LANGUAGE

#### Listening:

- ✓ 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

#### Speaking:

- ✓ Use discussion to (generate) develop, modify and present ideas
- ✓ Participate appropriately in (complex) discussions, conversations, class meetings, presentations
- ✓ Argue persuasively, practice debating skills, present a point of view
- ✓ Infer meaning, draw conclusions, make judgements
- ✓ Use a wide vocabulary and complex sentence structures accurately
- ✓ 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

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

### MEASUREMENT

- ✓ Understand the use of standard units to measure area
- ✓ Estimate and measure using standard units of measurement (area)
- ✓ Use standard units of measurement to solve problems in real-life situations involving area
- ✓ Select appropriate tools and units of measurement

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

### RESPONDING

- ✓ Develop a critical awareness of their own environment and the place of art within it
- ✓ Express feelings and ideas through art
- ✓ Learn how to set up an exhibition considering the effective positioning of students' art works
- ✓ Reflect on their own and others' creative processes to inform their thinking

### CREATING

- ✓ Use sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information
- ✓ Get acquainted with, recognise and properly use various drawing materials and techniques
- ✓ Develop the sense for combining natural and artificial materials
- ✓ Develop observation and sensitivity for details
- ✓ Learn to identify the elements and principles of art and design and use them in appropriate way when producing and responding to 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)

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

### **RESPONDING**

- ✓ sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.
- ✓ sing partner songs.
- ✓ perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- ✓ share and compare their experiences as audience members at various performances.

### **CREATING**

- ✓ improvise upon a basic pattern to reinforce the importance of the individual within the group.
- ✓ 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 numbers to a million using the base 10 place value system
- ✓ read, write, compare and order whole numbers up to a million
- ✓ develop strategies for memorizing addition, and subtraction, number facts
- ✓ use whole numbers up to a million in real-life situations
- ✓ select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- ✓ estimate sum and difference in real-life situations

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

### **Athletics:**

- ✓ improve different skills of basic athletic events (throwing events, jumping events, short and long distance running);
- ✓ understand basic rules of that event;
- ✓ develop positive attitude to physical participation in athletics;
- ✓ understand the meaning of athletic in general;
- ✓ understand importance of athletics for other sports activities;

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

- ✓ Rules in the computer lab
- ✓ Using technology safe and healthy
- ✓ Understand the structure and components of a local network

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

### RESPONDING

- ✓ read and notate using values of whole, half note, dotted half note, quarter note, eighth note and sixteenth note, and rests.

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

### IDENTITY

- ✓ Students are able to organise themselves effectively
- ✓ Students develop positive attitude towards learning
- ✓ Students know and identify the attributes of the Learner profile

### INTERACTIONS

- ✓ Students know what School Council is and actively participate in it
- ✓ Students express their opinion and consider others' opinions
- ✓ Students follow school and class safety rules and routines and explain why

### 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)