



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2020/2021

Grade 1 - Unit 2

Teachers:

Klavdija Čuk - Unit of Inquiry, English, Mathematics, Visual Arts, Extra Help, Homeroom Lesson

Mitja Uršič – Assistant Teacher

Jasmina Pecić Tagliaferri - Music

Andreja Mandeljc - EAL

Sonja Križman Launay - English Language Assistant

Denis Divjak - Physical Education

Transdisciplinary Theme: Who we are

Central Idea: My physical and mental characteristics make me who I am.

Lines of inquiry

- my physical body - FORM
- senses connect me with the world - CONNECTION
- mindfulness - REFLECTION

ATL Skills:

THINKING: Analysis, dialectical thought

SOCIAL: Cooperating, resolving conflict, group decision-making, adopting a variety of group roles

COMMUNICATION: Listening, speaking, non-verbal communication

SELF MANAGEMENT: Gross motor skills, fine motor skills, spatial awareness, codes of behaviour, informed choices

RESEARCH: Formulating questions, observing

Learner Profiles:

- Balanced
- Caring
- Reflective
- Principled

Taught within the Unit of Inquiry - learning through language - ENGLISH

WRITTEN LANGUAGE

Reading

- begin to use simple dictionaries and reference books
- show an interest in a variety of fiction and non-fiction literature
- understand and respond to the ideas, feelings and attitudes expressed in the text
- begin to read different graphic organisers (tables, bar graphs)
- read and retell simple, familiar books independently with confidence

Writing

- use content-specific vocabulary which may be connected to the unit of inquiry
- begin to respond to the writing of others with sensitivity and respect

ORAL LANGUAGE

Listening

- listen attentively and considerately and respond in small and large group situations
- Listen to and talk about stories, rhymes, questions
- pick out the main events and relevant points
- hear the beginnings, middle and endings of words
- be able to anticipate and predict when listening to texts read aloud
- hear and use rhyming words

Speaking

- use speech to establish relationships with others for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to develop specific vocabulary to suit different purposes (descriptive and comparative vocabulary)
- use simple and begin to use compound sentences, with appropriate word order
- begin to respond to text by identifying the main idea
- respond orally to the work of others

VISUAL LANGUAGE

Viewing and presenting

- understand that signs carry meaning
- begin to use a range of communications media (photography) to locate, present and record information
- begin to understand that not everything one sees is useful or relevant

Taught as a subject-specific (inquiry into ENGLISH)

WRITTEN LANGUAGE

Reading

- recognize and name letters (specific)
- read upper- and lower- case letters (specific)
- show some knowledge of, and a willingness to use an appropriate writing process

Writing

- recognize and name some letters
- write legible some upper- and lower- case letters
- present writing appropriately with correct directionality and spacing and notebook spatial orientation
- accurately spell some high-frequency words

Taught within the Unit of Inquiry – learning through MATHEMATICS

SHAPE AND SPACE

- begin to represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, modelling, labelling

DATA HANDLING

- begin to understand that information about themselves and their surroundings can be collected and recorded in different ways
- understand that sets can be organized by one or more attributes
- use tree and Venn diagrams to explore relationships between data
- understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).
- express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).
- create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)

MEASUREMENT

- begin to understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- begin to understand that time is measured using universal units of measure, for example, years, months, days, hours
- estimate and compare lengths of time: day, week and month
- begin to understand the use of standard units to measure, for example, length, mass, money, time, temperature
- begin to estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature

Taught as a subject-specific (inquiry into MATHEMATICS)

NUMBER

- model numbers to 12 using the base 10 place value system
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- model addition and subtraction of whole numbers through to 10
- develop strategies for memorizing addition and subtraction number facts
- read, write, compare and order cardinal and ordinal numbers

PATTERN AND FUNCTION

- begin to understand the inverse relationship between addition and subtraction
- begin to represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

Taught within the Unit of Inquiry – learning through VISUAL ARTS

CREATING

- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- participate in individual and collaborative creative experiences.
- create artwork in response to a range of stimuli
- use sketchbook and use it for responding to art and sketches

RESPONDING

- enjoy experiencing artworks
- show curiosity and ask questions about artworks

- describe what they notice about an artwork (cultural and other contexts)

Taught within the Unit of Inquiry – learning through EAL

WRITTEN LANGUAGE

Reading

- begin to use simple dictionaries and reference books

Writing

- show confidence and positive attitude towards writing

ORAL LANGUAGE

Listening

- listen attentively and considerately and respond in small and large group situations
- listen to and talk about stories, rhymes, questions
- hear and use rhyming words
- begin to pick out main events and relevant points
- show interest in a variety of fiction and non-fiction books

Speaking

- use content-specific vocabulary which may be connected to the unit of inquiry
- use speech to establish relationships with others and for a variety of personal purposes
- ask simple questions and give appropriate answers
- begin to use simple sentences

VISUAL LANGUAGE

Viewing and presenting

- understand that signs carry meaning

Taught within the Unit of Inquiry – learning through MUSIC

RESPONDING:

- sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation
- explore body sounds and variety of untuned and tuned percussion instrument sounds
- use symbols to record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- respond and describe music characteristics or specify music events while listening to music
- describe how music makes them feel
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

CREATING:

- use vocal sounds, rhythms and instruments to express feelings or ideas
- participate in performing and creating music

Taught within the Unit of Inquiry – learning through PHYSICAL EDUCATION

HEALTH-RELATED FITNESS

- are aware of physical activity and its importance on well-being
- are aware of the importance of drinking water during activity
- recognize basic changes that occur to their bodies when exercising
- demonstrate safety rules in the gymnasium and in the field
- begin to develop an appreciation of the role physical fitness plays in achieving and maintaining a personal sense of well-being

Taught within the Unit of Inquiry – learning through PSE

ACTIVE LIVING

- develop a range of fine and gross motor skills
- recognize that acting upon instructions and being aware of others helps to ensure safety
- understand the need to act responsibly to help ensure the safety of themselves and others

IDENTITY

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- solve problems and overcome difficulties with a sense of optimism
- identify and understand the consequences of actions

INTERACTIONS

- listen respectfully to others
- follow the school rules and routines
- develop strategies for solving conflict