



Danila Kumar International School  
Primary Years Programme (PYP)



**LONG RANGE PLANS**  
**School year 2020/21**  
**Grade 4**  
**Unit 2**

**Teachers:**

Anja Plut - Unit of Inquiry, English, Mathematics, Slovenian, Homeroom programme

Sonja Križman Launay - English Language Assistant

Denis Divjak - Physical Education

Anja Podreka - Visual Arts

Jasmina Pecić Tagliaferri - Music

Ognjen Jovanović - ICT

**Transdisciplinary Theme:** How we express ourselves

**Central Idea:** Stories come in different forms.

**Lines of Inquiry:**

- Myths, legends, tales and fables around the world (Form)
- Similarities and differences between fables, myths, tales and legends (Function)
- Characterisation, plot development and the role of a setting (Perspective)

**Key Concepts:** Form, function, perspective

**Transdisciplinary Skills:**

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

*Thinking skills:* acquisition of knowledge, comprehension, application, analysis, evaluation, dialectical thought, metacognition

**Learner profile:**

Communicator, open-minded, reflective

**Attitudes:**

Tolerance, appreciation, creativity

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
- Identify the elements of plot
- Are able to reflect upon and analyse details of character and plot
- Recognise structural and stylistic differences between fiction and non-fiction
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Categorise literature (fable, myth, biography, novel)
- Appreciate authors' use of language and begin to recognise meaning beyond the literal
- Appreciate the structural and stylistic differences between fiction and non-fiction
- 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 (fable, myths)
- Use an appropriate writing process independently
- Use appropriate paragraphing
- Use increasingly complex sentence structure
- Use appropriate punctuation and grammar (apostrophes, quotation marks, colons, semi-colons)
- Plan, organise and complete writing projects of increasing length and complexity
- 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 critically to the writing of others

## ORAL LANGUAGE

### Listening and speaking:

- Use discussion to (generate) develop, modify and present ideas
- 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

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

### DATA HANDLING

- Understand that probability is based on experimental events
- Begin to express probability using simple fractions
- Begin to use probability to determine mathematically fair and unfair games and to explain possible outcomes
- Begin to use tree diagrams to express probability using simple fractions
- Begin to understand that the mode can be used to summarize a set of data
- Understand that one of the purposes of a database is to answer questions and solve problems
- Interpret range and scale on graphs
- Begin to identify the mode of a set of data

### MEASUREMENT

- Read and write digital and analogue time on 12-hour and 24-hour clocks

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

### **RESPONDING**

- Express feelings and ideas through art
- 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**

- Use a sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of on-going information
- Develop sensibility for mixing colours in colour and shade tones
- Creatively combine handwriting and drawing in art works
- Use a personal interest, belief or value as the starting point to create a piece of artwork
- Combine and use variety of media, including IT, to explore and express ideas

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

### **RESPONDING**

- sing with accuracy and control focusing awareness on the musical elements (pitch, rhythm, timbre, diction, posture, tempo, dynamic)
- recognize music from a basic range of cultures and styles
- identify similarities and differences in various arts
- express their experiences, formed while they listen to music, through other arts
- reflect upon how their music expresses their personal voice and the impact it has on others

### **CREATING**

- improvise upon a basic pattern to reinforce the importance of the individual within the group
- deliver a musical message to parents, kindergarten children, and friends)

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

- use different relaxation techniques (STORY TIME YOGA)

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

### **IDENTITY**

- Students implement their personal strengths in order to contribute to shared goals

### **INTERACTIONS**

- Students take responsibility for their own behaviour and recognise the areas that could be improved

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

### **NUMBER**

- Model multiplication of whole numbers (multiplying by 1-digit number)
- Use the language of multiplication, for example, factor, multiple, product
- Use fast recall of multiplication number facts in real-life situations
- Use mental and written strategies for multiplication in real-life situations
- Describe mental and written strategies for multiplication
- Estimate product in real-life situations

### **PATTERN AND FUNCTION**

- Understand that patterns can be analysed and their rules identified
- Understand that multiplication is repeated addition and that division is repeated subtraction
- Understand the inverse relationship between multiplication and division
- Understand the associative and commutative properties of multiplication
- Describe the rule for a pattern in a variety of ways
- Represent rules for patterns using words and symbols
- Identify a sequence of operations relating one set of numbers to another set
- Select appropriate methods for representing patterns, for example using words and symbols
- Use number patterns to make predictions and solve problems
- Use the properties and relationships of the four operations to solve problems

### **SHAPE AND SPACE**

- Understand the common language used to describe shapes
- Analyse and describe 2D shapes

## **Taught as subject-specific (inquiry into Visual Arts)**

- Create artwork for a specific audience
- Develop fine motor skills

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

- 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

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

#### HEALTH RELATED FITNESS

- are aware of the importance of sport
- are able to explain how is a sport connecting with health
- develop positive attitudes to health
- are aware of different exercises important for good health

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

#### IDENTITY

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

#### INTERACTIONS

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