



Danila Kumar International School Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2020/2021

Grade 5

Unit 2

Teachers:

Zala Klopčič - English, Mathematics, Homeroom lesson, Slovenian, Extra Help
Tina Fürst - Unit of Inquiry
Izabela Rakar - German
Katarina Čepič - French
Anja Podreka - Visual Arts
Denis Divjak - Physical Education
Jasmina Pecić Tagliaferri - Music
Derek Snyder - English Language Assistant

Transdisciplinary theme: Sharing the planet

Central Idea: There are many ways to conserve animals

Lines of Inquiry and Concepts:

- Endangered animals and reasons for them (causation)
- Importance of animals for the balance of nature (connection)
- Conservation of animals (responsibility)

ATL Skills:

Thinking skills: Critical-thinking skills (analysing and evaluating issues and ideas), creative-thinking skills (generating novel ideas and considering new perspectives), transfer skills (using skills and knowledge in multiple contexts), reflection/metacognitive skills ((re)considering the process of learning)

Social skills: Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers), developing social-emotional intelligence.

Communication skills: exchanging-information skills (interpreting, speaking), literacy skills (writing)
ICT skills (using technology to gather, investigate and communicate information).

Self-management skills: organization skills (managing time and tasks effectively), states of mind

(emotional management, self-motivation)

Research skills: Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

Learner profile attributes: knowledgeable, communicators, inquirer

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

WRITTEN LANGUAGE

Reading:

- Read a wide range of texts for information and pleasure with understanding and accuracy at the 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 expression
- Categorize literature (essay)
- Show appreciation of different writing styles
- recognise figurative language (similes, idioms, metaphors)
- Locate, access, organize and synthesize information from a variety of the purpose of sources
- Generate new questions after reading and connect these to prior knowledge and experiences

Writing:

- Understand that different types of writing have different styles and structures, and are used for different purposes (essay)
- Be aware of audience
- Use the writing process independently and effectively to structure thinking and to communicate
- Understand the writing process (planning, revising, editing)
- Use appropriate paragraphing
- Use complex sentence structure
- Use appropriate punctuation and grammar
- 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-essay that have recognisable and appropriate structure
- Show individuality and creativity in writing style
- Further develop their own voice and style
- Critically respond to the writing of others
- Use a variety of note-taking and study skills to comprehend oral and written text and gather information during research
- Use a range of modes in writing (persuasive)

ORAL LANGUAGE

Listening:

- Listen to people and to texts for general meaning (for gist) and for precise meaning (for the key points)
- Listen appropriately for a sustained period and for a variety of purposes (to seek information, to gain knowledge)
- Listen attentively
- Understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately

Speaking:

- Use a variety of linguistic structures and features of spoken language (rephrasing, gestures, expressions, pronunciation) to develop and present ideas and information adapting their speaking and listening strategies to the context, purpose and audience
- Use discussions in a range of formal and informal situations to generate, develop, modify and present ideas
- Participate appropriately in discussions, conversations, class and group meetings, and group presentations
- Prepare and deliver an individual presentation for a variety of purposes (to inform)
- Use a wide vocabulary and complex sentence structures with a high level of accuracy
- Reflect upon communication to monitor and assess their learning

VISUAL LANGUAGE

Viewing and presenting:

- Analyse the different meanings that can be conveyed in different versions of the same story (documentary film/film)
- 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 organizers, codes)
- Respond to viewing experiences orally and in writing using specific vocabulary and terminology
- Recognize that visuals are constructed for particular reasons
- Willing to work with a variety of materials to plan and carry out different projects

Taught as subject-specific (mathematics)

NUMBER

- use whole numbers and decimals in real-life situations
- select an efficient method for solving a problem: mental estimation, mental computation, by using a calculator
- model division of whole numbers and decimals
- use strategies to evaluate the reasonableness of answers
- use mental and written strategies for adding, subtracting, multiplying and dividing whole numbers and decimals
- select and use an appropriate sequence of operations to solve word problems

PATTERN AND FUNCTION

- understand that patterns can be generalized by a rule
- represent the rule of a pattern by using a function
- select appropriate methods to analyse patterns and identify rules

SHAPE AND SPACE

- understand the common language used to describe shapes
- understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.
- analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary

- describe lines and angles using geometric vocabulary
- create and model a 3D net of shapes
- explore the use of geometric ideas and relationships to solve problems in other areas of mathematics.
- use geometric vocabulary when describing shape and space in mathematical situations

Taught within the Unit of Inquiry - learning through language (German)

ORAL LANGUAGE

Speaking:

- Learning basic **animal species** and some other basic vocabulary in German language connected to the unit of inquiry

WRITTEN LANGUAGE

Reading:

- Introducing dictionary skills: searching for nouns, recognizing their gender

Taught as subject-specific (language – German)

ORAL LANGUAGE

Speaking:

- Use the verb BE and HAVE in the singular and plural
- Use the word order in questions, positive and negative sentences
- Participate actively in groups/pairs and discussions
- Recognise verbs (one of the main part of speech)

Listening

- Listening for instructions
- identifying similarities and differences between languages
- Listening to the CD for enjoyment
- Understanding and evaluating what you hear and respond appropriately

WRITTEN LANGUAGE

Writing:

- Having a neat and organized notebook
- Using appropriate orthography, punctuation and grammar.

Reading:

- Introducing dictionary skills: searching for nouns in an English-German dictionary and recognising their gender (der, die, das)
- Reading aloud for pronunciation practice

VISUAL LANGUAGE

Viewing and presenting:

- Recognise that visuals are constructed for particular reason

Taught within the Unit of Inquiry - learning through language (French)

ORAL LANGUAGE

Speaking

- Improve pronunciation of French and know how to name the endangered animals and the colours of some endangered animals in French

WRITTEN LANGUAGE

- Reading a variety of written and visual texts (text...) about the endangered animals (*Les "ani'mots"*)

Taught as subject-specific (language – French)

ORAL LANGUAGE

Speaking:

- Use numbers from 20 – 59
- Use basic vocabulary and simple sentence structures with a high level of accuracy (e.g. personal pronouns for sg. and pl. and regular verbs in –ER)
- Know how to ask simple questions with the help of intonation or beginning with *est-ce que*
- Are able to talk about their cultures and countries they've lived in (basic information);

Listening:

- Listen to people and to texts for general meaning (for gist) and for precise meaning (for the key points)
- Listen appropriately for a sustained (for instructions)
- Understand and evaluate what they hear and respond appropriately
- Identify differences and similarities between languages

WRITTEN LANGUAGE

Writing:

- Know and use the singular and plural verb forms of regular verbs ending in –ER (in their positive and negative form with a high level of accuracy)
- Use appropriate punctuation and grammar
- Recognise and use the main parts of speech correctly (noun, verb, pronoun)
- Are aware of audience

Reading:

- Read aloud for better pronunciation
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Generate new questions after reading and connect these to prior knowledge and experience
- Read texts for information and pleasure with understanding and accuracy on students' level
- Read regularly for enjoyment and information at school and at home
- Feel that words can evoke mental images

VISUAL LANGUAGE

Viewing and presenting:

- Begin to recognise that our interpretations of visual presentations of visual presentations are influenced by our backgrounds and experience
- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes
- Recognise that visuals are constructed for particular reasons

Taught within the Unit of Inquiry - learning through Visual Arts

RESPONDING

- Set up an exhibition considering the effective positioning of students' art works
- Explain the cultural and historical perspectives of an artwork
- Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- Express feelings and ideas through art

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 the sense and awareness of balance (symmetrical, asymmetrical) and composition in art works
- Continue to develop sensibility for mixing colours in colour and shade tones
- Develop fine motor skills
- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design
- Recognise and apply even and uneven rhythm in art works

Taught within the Unit of Inquiry - learning through ICT

- Use a range of search methods and justify the best one for given task
- Cite sources in a consistent manner, create detailed bibliographies
- Assess the relevance of information source to a particular inquiry
- use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation
- locate, retrieve or generate information using search facilities and organise information in meaningful ways
- assess the suitability of data or information using a range of appropriate given criteria

Taught within the Unit of Inquiry - learning through Music

PERFORMING

- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- analyse the uses of elements of music in aural examples representing diverse genres and cultures.
- explain their personal preferences for specific musical works and styles
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

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.
- present, in small groups, innovative musical performances on a selected issue

Taught as subject-specific (inquiry into ICT)

- Respect the correct sitting position and other health aspects during computer work

Taught as subject-specific (inquiry into MU)

- 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**

- Identify and set realistic personal goals that can be achieved in the short and long term and demonstrate the willingness to work towards them
- Take responsibility for their own behaviour and recognise areas that could be improved
- Recognize their personal qualities, strengths and limitations
- Know and identify the attributes of the Learner Profile

INTERACTION

- Recognise and understand that every individual can contribute to the well-being and safety of their environment (in school, at home, in town, nature) by paying attention to rules, needs and common sense
- Understand and follow class and school rules and routines thus ensuring safety for self and others
- Understand the role of the School Council and actively participate in it

Taught as subject-specific (PE)

- Practice specific techniques for running, throwing and jumping events;
- Be able to collect data and analyse it (simple chart);
- With help, evaluate their athletics performance and understand how they can improve their performance;
- Learn to perform the triple jump;
- With guidance, be able to organize an athletic competition