



Danila Kumar International School  
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2020/2021

K1

TRANSDISCIPLINARY THEME:

How we organize ourselves

Teacher: Marija Rus

Teacher assistant: Alen Kovačič

Central Idea: Organization affects daily life.

Lines of Inquiry:

- Time planning and prediction - CONNECTION
- Organizing our day in the kindergarten - FUNCTION
- Different time cycles - CHANGE

ATL Skills:

- Thinking skills: transfer skills
- Communication skills: exchanging-information skills
- Self-management skills: organisation skills, states of mind
- Research skills: information-literacy skills

Learner Profile: inquirer

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

## WRITTEN LANGUAGE

### READING

- participate in guided reading and read-aloud situations
- read simple, familiar words
- begin to recognise beginning and end sounds or letters in familiar words

### WRITING

- experiment with print, labelling and sound words
- attempt to form letters conventionally and legibly
- respond to conventional pencil-grasp instruction
- exhibit skills in which groups of large muscles are used and the factor of strength is primary

## ORAL LANGUAGE

### LISTENING

- begin to identify differences in letter sounds,

### SPEAKING

- use speaking to establish relationships with others and for a variety of personal purposes,

## VISUAL LANGUAGE

### VIEWING AND PRESENTING

- begin to construct meaning from visual texts with familiar content,
- begin to start applying skills to search for, record and present information from variety of texts,
- begin to use a range of communication media to present information,

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

## ORAL LANGUAGE

### SPEAKING

- learn the song Tika Taka in Slovenian language

Taught within the Unit of Inquiry - learning through mathematics

## NUMBER

- understand whole-part relationships

- use the language of mathematics to compare quantities, for example, more, less, first, second.

#### DATA HANDLING

- discuss chance in daily events (impossible, maybe, certain).
- describe real objects and events by attributes

#### MEASUREMENT

- compare the length, mass and capacity of objects using nonstandard units

#### PATTERN AND FUNCTION

- extend and create patterns.

#### SPACE AND SHAPE

- 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

Taught within the Unit of Inquiry - learning through drama

#### CREATING

- engage in imaginative play using a range of stimuli
- work individually or in groups with confidence.

#### RESPONDING

- respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.

Taught within the Unit of Inquiry - learning through dance

#### CREATING

- explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- develop the ability to cooperate and communicate with others in creating dance
- work individually or in groups with trust and confidence

#### RESPONDING

- respond to dance through spoken, written, visual and/ or kinesthetic mediums.

Taught within the Unit of Inquiry - learning through visual arts

## CREATIVE

- create artwork to a range of stimuli;
- use the sketch book,

## RESPONDING

- show curiosity and ask questions about artworks,
- use basic vocabulary to describe own artwork creation and comment others

Taught within the Unit of Inquiry - learning through music

## CREATING

- record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- play untuned percussion instruments in time with a beat

## RESPONDING

- recognize different sources of music in daily life
- recognize that sound can be notated in a variety of ways.

Taught as subject specific - inquiry into personal, social and physical education

## IDENTITY

- describe how they have grown and changed
- talk about similarities and differences between themselves and others

## INTERACTION

- talk about their interactions with the environment

## ACTIVE LIVING

- explore and reflect on the changing capabilities of the human body