



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2020/2021

K2

TRANSDISCIPLINARY THEME:

How we express ourselves

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Transdisciplinary theme: How we express ourselves

Central Idea: We express ourselves through music in unique ways.

Lines of Inquiry:

- Different styles of music - FORM
- Making own music and song - FUNCTION
- Influence of music on me - PERSPECTIVE

Transdisciplinary skills:

1. Self-management skills: organisation, states of mind.
2. Research skills: formulating and planning, information literacy
3. Thinking skills: critical thinking, creative thinking, information transfer, reflection and metacognition
4. Communication skills: exchanging information, symbolic exploration and expression
5. Social skills: Interpersonal relationships, social and emotional intelligence

LEARNER PROFILE - risk-takers, communicators, inquirers

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

WRITTEN LANGUAGE

READING

- begin to show an awareness and understanding of sound-symbol relationships
- recognise and name some of the letters of the alphabet and their sounds
- begin to match spoken words to simple familiar written words

WRITING

- attempt to use familiar letters and/or sounds to write a message
- developing skills in which precision in delicate muscle systems is required
- write letters and high frequency used words and give them meaning

ORAL LANGUAGE

LISTENING

- begin to listen effectively in order to retell, sequence and describe past events
- listen effectively in order to follow instructions
- distinguish between sounds they hear in their immediate environment
- show an awareness of rhythm

SPEAKING

- ask questions and start to give appropriate answers
- use appropriate word order in simple sentences
- gain information and express their thoughts, feelings and opinion

VISUAL LANGUAGE

VIEWING AND PRESENTING

- demonstrate basic computer skills
- use verbal and non-verbal responses to a variety of media
- begin to make connections between real and animated objects

Taught within the Unit of Inquiry - learning through mathematics

NUMBER

- connect number names and numerals to the quantities they represent.
- count to determine the number of objects in a set
- use simple fraction names in real-life situations.

DATA HANDLING

- represent information through pictographs and tally marks

MEASUREMENT

- identify, describe and sequence events in their daily routine, for example, before, after, bedtime, story time, today, tomorrow

- describe observations about events and objects in real-life situations

PATTERN AND FUNCTION

- describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.

SHAPE AND SPACE

- sort, describe and compare 3D shapes

Taught within the Unit of Inquiry - learning through drama

CREATING

- work individually or in groups with confidence.

RESPONDING

- respond to live performances, stories and plays from other times and/or places
- talk about ideas and feelings in response to dramatic performances

Taught within the Unit of Inquiry - learning through dance

CREATING

- move freely through the space to show levels of low, medium and high and change of direction
- use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes

RESPONDING

- show curiosity about live and recorded dance performances
- describe the ideas and feelings communicated through body movements
- reflect on artistic processes in dance achievements and how to incorporate new ideas into future work
- recognise how dance can be used to express and understand our inner thoughts and our understanding of the world around us.

Taught within the Unit of Inquiry - learning through visual arts

CREATIVE

- use their imagination and experiences to inform their art making
- engage with and enjoy a variety of visual arts experiences
- select tools, materials and process for specific purposes

RESPONDING

- describe what they notice about artwork
- observation of different artwork within our school and commenting them

Taught within the Unit of Inquiry - learning through music

CREATING

- use the voice and body to create musical patterns
- explore sound as a means of expressing imaginative ideas
- participate in performing and creating music both individually and collectively
- create their own basic musical instruments.

RESPONDING

- bring music from home to share
- describe the differences in music
- distinguish the sounds of different instruments in music
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

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

IDENTITY

- describe some physical and personal characteristics and personal preferences
- identify their feelings and emotions and explain possible causes

INTERACTION

- listen respectfully to others
- share their own relevant ideas and feelings in an appropriate manner ask questions

ACTIVE LIVING

- identify some of the effects of different physical activity on the body
- explore creative movements in response to different stimuli
- recognize that acting upon instructions and being aware of others helps to ensure safety.