



**Danila Kumar International School
Primary Years Programme (PYP)**

LONG RANGE PLANS

School year 2020/2021

K2

Teachers: **Leopoldina Poli H. Eve, Sonja Može**

Transdisciplinary theme: **How the world works**

Central Idea: **Various sources of light reveal things in different ways.**

Lines of Inquiry:

- **Different ways that light behaves - FUNCTION**
- **Discovering and making shadows using different light sources - CAUSATION**
- **Reflective surfaces and how things can look different - CHANGE**

ATL skills:

- **Self-management skills:** Organization, States of mind (Perseverance, Resilience)
- **Research skills:** Information literacy, Formulating and planning
- **Thinking skills:** Critical thinking, Creative thinking, Reflection and metacognition
- **Communication skills:** Exchanging information, Symbolic exploration and expression
- **Social skills:** Interpersonal relationships, Social and emotional intelligence

LEARNER PROFILE: Inquirers, Communicators

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 match spoken words to simple familiar written words

WRITING

- read and reread their own written texts for themselves and others
- use simple sentence structures
- show knowledge of names or sounds of the letters of the alphabet

ORAL LANGUAGE

LISTENING

- identify differences in letter sounds,
- distinguish the beginning and ending of words,

SPEAKING

- use language to connect new experiences to what they already know,
- ask questions and start to give appropriate answers,

VISUAL LANGUAGE

VIEWING AND PRESENTING

- applying skills to search for, record and present information from variety of texts,
- to use a range of communication media to present information,
- interpret information provided in advertisements,

Taught within the Unit of Inquiry – learning through mathematics

NUMBER

- use the language of mathematics to compare quantities, for example, more, less, first, second.
- use simple fraction names in real-life situations.

DATA HANDLING

- discuss chance in daily events (impossible, maybe, certain).

MEASUREMENT

- understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder
- describe observations about events and objects in real-life situations

PATTERN AND FUNCTION

- extend and create patterns.

SPACE AND SHAPE

- describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.

- explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down).

Taught within the Unit of Inquiry – learning through visual arts

RESPONDING

- observe the relationships within an artwork and construct meaning;
- create artwork in response to a variety of stimuli;

CREATING

- combine different formal elements to create a specific effect;
- use imagination and experiences to inform their art making,
- participate in individual and collaborative creative experiences,

Taught within the Unit of Inquiry – learning through dance

RESPONDING

- describe the ideas and feelings communicated through body movements
- identify and explain why certain body postures and movements communicate certain ideas and feelings

CREATING

- develop physical awareness in using isolated body movements and gross motor skills
- develop the ability to cooperate and communicate with others in creating dance

Taught within the Unit of Inquiry – learning through drama

RESPONDING

- use materials to symbolically show location and character
- respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.

CREATING

- explore familiar roles, themes and stories dramatically
- create roles in response to props, set and costumes
- work individually or in groups with confidence

Taught within the Unit of Inquiry – learning through music

RESPONDING

- listen to music and create their own work in response
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

CREATING

- recreate sounds from familiar experiences
- participate in performing and creating music both individually and collectively

Taught within the Unit of Inquiry – learning through personal, social and physical education

IDENTITY

- begin to recognise others perspectives that may be different from their own; identify and explore strategies that help them to cope with change;
- are aware of attributes of Learner Profile
- reflect on their experiences in order to build a deeper understanding of self

ACTIVE LIVING

- engage in a variety of different physical activities;

INTERACTIONS

- celebrate the accomplishments of others;
- reach out for help when it is needed for themselves or others;
- identify when their actions have impacted on others;
- begin to use mediation to solve arguments and find solutions for their problem.