



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2016/2017

K1

TRANSDISCIPLINARY THEME:

Who we are

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Central Idea: Who we are gives us our identity.

Lines of Inquiry:

- Who I am / PERSPECTIVE
- My physical and personal characteristics / FORM
- Feelings / CHANGE

LEARNER PROFILE: caring, well-balanced

ATTITUDES: curiosity, independence, respect

Transdisciplinary skills:

- Thinking skills: acquisition of knowledge
- Self-management skills: gross motor skills, fine motor skills, safety, healthy lifestyle, informed choices
- Research skills: formulating questions
- Communication skills: listening, speaking, reading, writing, non-verbal communication
- Social skills: cooperating, resolving conflict, adapting, a variety of group roles



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

WRITTEN LANGUAGE

READING

- begin to discriminate between letters, numbers, symbols and words
- enjoy being read to
- read familiar print from their immediate environment

WRITING

- respond to conventional pencil-grasp instruction
- begin to exhibit skills in which groups of large muscles are used and the factor of strength is primary
- begin to exhibit skills in which precision in delicate muscle systems is required
- begin to display a sensitivity to the position of objects in relation to oneself or each other

ORAL LANGUAGE

LISTENING

- begin to listen in small and large groups (10 minutes)
- begin to appreciate and relate to different voice tones
- begin to use language to talk about their needs, gain information, express feelings, etc
- begin to use language to connect new experiences other than what is already know
- begin to listen and respond to stories, poems, rhymes, songs, instructions, questions and explanations

SPEAKING

- begin to speak in order to be understood
- start to use language in conversations, imaginative, dramatic play and to express their needs, feelings and gain information
- start to use language to connect new experiences to what they already know
- talk about and begin to retell stories and describe pictures

VISUAL LANGUAGE

VIEWING AND PRESENTING

- begin to recognize a range of familiar media (eg labels, signs)
- begin to view and listen to media works and talk about what they mean
- begin to make connections between sounds and symbols using samples of media such as photos, videos etc

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

ORAL LANGUAGE

SPEAKING



- learn some Slovenian words (jaz, dober dan, nasvidenje, hvala, prosim, glava, roka, noga...)
- greet Slovenian teachers and other workers of the school in Slovenian
- learn Slovenian songs Ringaraja and Moje Roke

Taught within the Unit of Inquiry - learning through mathematics

DATA HANDLING

- understand that sets can be organized by different attributes
- understand that information about themselves and their surroundings can be obtained in different ways.

MEASUREMENT

- begin to understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder
- start to understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, story time, today, tomorrow

SHAPE AND SPACE

- begin to 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.

NUMBER

- start to understand one-to-one correspondence
- begin to understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set
- start to understand whole-part relationships
- start to compare quantities, for example, more, less.

Taught within the Unit of Inquiry - learning through physical education

ACTIVE LIVING

- start to engage in a variety of different physical activities
- begin to demonstrate an awareness of connection between health and being physically active
- demonstrate an awareness of basic hygiene in their daily routines
- start to recognize some of the effects of physical activity on the body

Taught within the Unit of Inquiry - learning through drama

RESPONDING

- talk about ideas and feelings in response to dramatic performances



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

CREATING

- engage in imaginative play using a range of stimuli
- develop the ability to cooperate and communicate with others in creating drama
- explore basic bodily movements and the use of space

Taught within the Unit of Inquiry - learning through visual arts

RESPONDING

- enjoy experiencing own artworks and those from different artists on reproductions
- show curiosity and begin to ask questions about artworks
- begin to recognize basic art elements
- select tools, materials and processes for specific purposes
- start to identify the art materials and art tools

CREATING

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes
- combine different formal elements to create a specific effect

Taught within the Unit of Inquiry - learning through music

RESPONDING

- use voice to imitate sounds and learn songs
- bring music from home to share
- describe the differences in music
- move their bodies to express the mood of the music
- describe how music makes them feel
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- explore body and untuned percussion instrument sounds

CREATING



- use vocal sounds, rhythms and instruments to express feelings or ideas
- create and accompany music using a variety of sounds and instruments
- play untuned percussion instruments in time with a beat
- use the voice and body to create musical patterns
- explore sound as a means of expressing imaginative ideas
- recreate sounds from familiar experiences

Taught within the Unit of Inquiry - learning through personal and social education

IDENTITY

- start to identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)
- describe how they have grown and changed
- begin to describe some personal and physical characteristics and personal needs and wants
- start to talk about similarities and differences between themselves and others
- begin to identify their feelings and emotions and explain possible causes
- start to understand that other people have feelings different from their own
- identify and explore strategies that help them to cope with change
- start to identify positive attitudes and thoughts in themselves and others
- get familiar with attributes of learner profile

INTERACTIONS

- enjoy interacting, playing and engaging with others
- start to take turns while playing and share toys with peers
- begin to listen respectfully to teachers and peers
- follow the school rules and routines
- start sharing their own ideas and feelings in an appropriate manner
- begin to cooperate with peers while playing