



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

LONG RANGE PLANS

School year 2016/2017

K2

Teachers: **Gordana Slak, Sonja Može**

Transdisciplinary theme: **Where we are in place and time**

Central Idea: **A shared habitat is a constantly changing environment which affects the needs of people and animals.**

Lines of Inquiry:

- **How a habitat changes over time – CHANGE**
- **How people and animals affect a habitat – RESPONSIBILITY**
- **Humans' and animals' needs in a shared living space - REFLECTION**

Transdisciplinary skills:

Self-management skills: spatial awareness, safety

Research skills: planing, presenting research findings

Thinking skills: evaluation, metacognition

Social skill: cooperating

Communication skills: Speaking, non-verbal communication

LEARNER PROFILE: thinker, caring

ATTITUDES: commitment, creativity, enthusiasm

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

WRITTEN LANGUAGE

READING

- recognise and name some of the letters of the alphabet and their sounds
- begin to match spoken words to simple familiar written words
- begin to recognise beginning and end sounds or letters in familiar words
- begin to recognise a basic list of common sight words

WRITING

- experiment with print, labelling and sound words
- understand that their written texts remain constant
- create illustrations to match their own written text
- demonstrate an awareness of directionality
- 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
- developing skills in which precision in delicate muscle systems is required

ORAL LANGUAGE

LISTENING

- listen to, respond and talk about stories, poems, rhymes, songs, instructions, questions and explanations,
- participate and begin to predict when listening to texts and read aloud,
- begin to listen effectively in order to retell, sequence and describe past events,
- listen effectively in order to follow instructions,

SPEAKING

- use language and participate in imaginative play, storytelling, role play and dramatization of stories, discussions and conversations,
- retell and sequence events, pictures and stories, participate appropriately in conversations, tell stories and events in sequence,
- gain information and express thoughts, feelings and opinion,

VISUAL LANGUAGE

VIEWING AND PRESENTING

- make predictions when viewing television and video presentations,
- begin to construct meaning from visual texts with familiar content,
- begin to make connections between real and animated objects,

Taught within the Unit of Inquiry – learning through mathematics

NUMBER

- estimate quantities to 20
- begin to use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, –
- begin to read, write and model addition and subtraction to 10 (with and without regrouping)
- begin to automatically recall addition and subtraction facts to 10
- begin to describe the meaning and use of addition and subtraction

DATA HANDLING

- begin to understand the purpose of graphing data
- create a graph of real objects and compare quantities using number words

MEASUREMENT

- begin to estimate, measure, label and compare using non-standard units of measurement: length, mass, time and temperature
- begin to understand why we use standard units of measurement to measure

PATTERN AND FUNCTION

- begin to identify patterns and rules for addition: $4 + 3 = 7$, $3 + 4 = 7$ (commutative property)
- begin to identify patterns and rules for subtraction: $7 - 3 = 4$, $7 - 4 = 3$
- begin to model, with manipulatives, the relationship between, addition and subtraction: $3 + 4 = 7$, $7 - 3 = 4$.

SPACE AND SHAPE

- begin to use what they know about 3-D shapes to see and describe 2-D shapes
- sort and label 2-D and 3-D shapes using appropriate mathematical vocabulary: sides, corners, circle, sphere, square, cube
- create 2-D shapes

Taught within the Unit of Inquiry – learning through drama

CREATING

- develop the ability to cooperate and communicate with others in creating drama
- explore familiar roles, themes and stories dramatically
- create roles in response to props, set and costumes

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

- respond to word, rhythm and/or music through movements
- move freely through the space to show levels of low, medium and high and change of direction
- explore different types of movements such as travelling, jumping and turning

RESPONDING

- identify and explain why certain body postures and movements communicate certain ideas and feelings
- display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance
- respond to dance through spoken, written, visual and/ or kinesthetic mediums.

Taught within the Unit of Inquiry – learning through visual arts

CREATIVE

- combine different formal elements to create a specific effect;
- participate in individual and collaborative creative experiences,
- try out new things for themselves;
- use their imagination and experiences to inform their art making.

RESPONDING

- enjoy experimenting own artworks and those from different artists;
- show curiosity and ask questions about artworks,
- recognize basic art elements;
- 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

- create and accompany music using a variety of sounds and instruments
- play untuned percussion instruments in time with a beat
- participate in performing and creating music both individually and collectively

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)

Taught as subject specific – inquiry into 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;
- develop an awareness of their self-identity and their strengths and weaknesses
- identify positive thoughts and attitudes in themselves and others;

INTERACTION

- listen respectfully to others;
- share their own relevant ideas and feelings in an appropriate manner;
- begin to use mediation to solve arguments and find solutions for their problem.

ACTIVE LIVING

- start to engage in a variety of different physical activities
- explore own physical capabilities while exercising in the gym and outside
- develop a range of fine and gross motor skills