



Danila Kumar International School
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2016/2017

Grade 1

Teachers:

Špela Peklar (Unit of Inquiry, English, Mathematics, Arts, Extra help, Homeroom lesson)

Anja Dežman (EAL, teacher assistant)

Vera Božičković Prijatelj (English assistant)

Denis Divjak (Physical Education)

Andreja Frelj (Music)

Transdisciplinary theme: How we express ourselves

Central idea: We express ourselves using our thoughts and ideas in many different ways.

Lines of inquiry:

1. Text formats and their elements – form
2. Points of perspective- perspective
3. Me as a communicator – reflection

TRANSDISCIPLINARY SKILLS:

Thinking skills: acquisition of knowledge, analysis, synthesis, evaluation, dialectical thought

Social skills: accepting responsibility, respecting others

Communication skills: listening, speaking, reading, writing, viewing, presenting, non-verbal communication

Self-management skills: fine motor skills, spatial awareness, organization, time management

Research skills: planning, collecting data, recording data, organizing data

ATTITUDES: creativity, empathy, independence

LEARNER PROFILE: communicator, reflective, risk-taker, open-minded

Taught within the Unit of Inquiry – learning through ENGLISH

WRITTEN LANGUAGE

Reading:

- enjoy reading and being read to
- read to some extent, for a variety of purposes and respond to what IS READ
- participate in paired, group or class reading activities
- read some and retell simple familiar books, independently with confidence
- read silently with a degree of independence
- maintain a “reading reflections” log
- use reading for pleasure, instruction and information
- read various graphic organizers (Venn, tables, bar graph)
- use a variety of reading strategies to make meaning of text (picture clues, phonics, self-correction, context...)
- recognize that a story has a beginning, middle, end
- predict what may happen next in a story
- identify with a character or a situation
- recall the plot and characters of a story
- understand and respond to the ideas and feelings expressed in various reading materials
- recognize and talk about a range of different text types
- understand the role of an author and illustrator
- recognize and use the different parts of a book (title page, table of content)
- know the difference between fiction and non-fiction
- begin to use reference books, dictionaries
- begin to read simple text aloud with expression
- understand sound-symbol relationships and recognize and name all letters and sounds
- know the alphabet and be able to use simple alphabetical order

Writing:

- show confidence and positive attitude toward writing
- begin to write simple, sequenced stories with beginning, middle, and end
- use some simple literary forms and structures
- show some knowledge of, and willingness to use an appropriate writing process
- respond orally to the work of others
- present writing appropriately with correct spacing and directionality
- correctly spell some high frequency words
- use phonetic spelling
- begin to use some common spelling patterns
- write legible upper and lower case letters
- exhibit skills in which precision in delicate muscle systems is required
- use content-specific vocabulary which may be connected to the unit of inquiry

ORAL LANGUAGE

Listening:

- listen attentively and considerately and respond in small and large groups
- begin to appreciate and relate to different voice tones
- listen to and talk about stories, poems, rhymes, questions, explanations, instructions
- hear the beginning, middle and end of the words

- be able to anticipate and predict when listening to texts read aloud
- hear and use rhyming words
- pick out main events and relevant points

Speaking:

- use talk to establish relationship with others and for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contribution from others
- participate in imaginative play, storytelling, role play and dramatization of stories and poems
- retell, relate, and sequence events and stories
- give instructions, directions and messages and respond to the instruction of others
- ask questions and respond appropriately
- begin to respond to text by identifying the main idea, questioning, and drawing conclusions
- respond orally to the work of others

VISUAL LANGUAGE:

Viewing and presenting

- Begin to understand that communication involves visual as well as verbal features
- Use a range of communication media (video, photography, computers, texts) to locate, present and record information
- Make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them
- Use a variety of visual and technological media, the students will search for, record and present information
- Begin to use appropriate technology such as a computer, printer

Taught within the Unit of Inquiry – learning through MATHEMATICS

DATA HANDLING

- collect and represent data in different types of graphs, for example, tally marks, bar graphs
- represent the relationship between objects in sets using tree and Venn diagrams
- begin to collect, display and interpret data for the purpose of answering questions
- use tree and Venn diagrams to explore relationships between data
- identify and describe chance in daily events (impossible, maybe, certain).

Taught as a subject-specific (inquiry into MATHEMATICS)

MEASUREMENT

- begin to understand that tools can be used to measure
- read and write the time to the hour, and half hour
- estimate and compare lengths of time: day, week and month.

NUMBER

- model numbers to one hundred using the base 10 place value system
- begin to estimate quantities to 100
- model addition and subtraction of whole numbers through to 20
- develop strategies for memorizing addition and subtraction number facts through 20
- begin to estimate sums and differences
- begin to understand situations that involve multiplication and division
- read and write whole numbers up to hundred
- use whole numbers up to hundred in real-life situations
- use cardinal and ordinal numbers in real-life situations
- use mental and written strategies for addition and subtraction of numbers through to 20 in real-life situations

- begin to select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- begin to use strategies to evaluate the reasonableness of answers

PATTERN AND FUNCTION

- begin to use number patterns to represent and understand real-life situations

Taught within the Unit of Inquiry – learning through ART

RESPONDING

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork (cultural and other contexts)
- identify the materials and processes used in the creation of an artwork and become aware that different art styles were produced at different times in history
- make personal connections to artworks – begin to understand individual responses, thoughts and ideas
- express opinions about an artwork – importance of reflection and its influence on further art work
- create artwork in response to a variety of stimuli.
- Recognize basic art elements (line, colours, directions)
- use processes in the art work creation

CREATING

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes and develop an understanding that choice of different tools and materials results in different outcomes
- combine different formal elements to create a specific effect
- realize that their artwork has meaning
- create artwork in response to a range of stimuli
- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- participate in individual and collaborative creative experiences.
- Introduce sketchbook and use it for responding to art and sketches

Taught within the Unit of Inquiry – learning through SLOVENIAN

ORAL LANGUAGE

Listening:

- listen attentively and respond in small and large groups
- hear the beginning, middle and end of the words
- hear rhyming words

Speaking:

- begin to use talk to establish relationships with others
- begin to give instructions and respond to the instruction of others
- begin to ask questions and respond appropriately

Taught within the Unit of Inquiry – learning through MUSIC

RESPONDING

- respond and describe music characteristics or specify music events while listening to music.
- demonstrate audience behaviour appropriate for the context and style of music performed.

CREATING

- create and arrange music to accompany readings or dramatization.
- create dancing movements on sung or listened music using body and in combination with different objects.
- create sound effects to complement a story, rhyme, picture or song.

Taught as subject specific (Inquiry into MUSIC)

RESPONDING

- sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation.
- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor

CREATING

- participate in performing and creating music

Taught as subject specific (Inquiry into PE)

GYMNASTICS

- Are able to jump on and off vaulting box;
- learn to roll forward and backward;
- learn to perform a shoulder stand;
- develop coordination, agility, flexibility and strength;
- develop positive thoughts and attitude;
- understand uniqueness and individual abilities

Taught as subject specific (Inquiry into PSE)

IDENTITY

- describe how personal growth has resulted in new skills and abilities
- identify feelings and begin to understand how these are related to behaviour
- recognise perspectives that are different from their own
- Identify attributes of learner profile

INTERACTIONS

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