



Danila Kumar International School  
Primary Years Programme (PYP)

## LONG RANGE PLANS

School year 2016/2017

Grade 5

### Teachers:

Zala Klopčič (Unit of Inquiry, English, Mathematics, Homeroom lesson, Slovenian Language)  
Kristina Fürst (Extra Help, Math assistant)  
Petra Cerar (German)  
Katarina Lovenjak (French)  
Saša Krapež (ICT)  
Mateja Kores (Visual Arts)  
Denis Divjak (Physical Education)  
Ana Smolnikar (Music)  
Tadeja Galonja (UOI assistant)  
Vera Prijatelj Božičkovič (English assistant)

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

### Central Idea:

There are different ways of interpreting how man has evolved over time.

### Lines of Inquiry and Concepts:

- Theories about the evolution of man - perspective
- orientation in place and time - change, connection
- evolution of man through time - causation

### Transdisciplinary Skills:

Thinking skills: acquisition of knowledge, dialectical thought, metacognition

Communication skills: listening, speaking, reading, viewing

Self-management skills: time management

Research skills: formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, present research findings

**Learner Profile:** principled, open-minded

**Attitudes:** respect, tolerance, curiosity

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

### WRITTEN LANGUAGE

#### Reading:

- Read a wide range of texts for information and pleasure with understanding and accuracy on grade level
- Read daily for enjoyment and information for sustained periods, at school and at home
- Read aloud with fluency, understanding, regard to punctuation and with expression
- Identify themes, main ideas, characters and plot of stories
- Analyse details and reflect upon minor and major characters of a story and plot
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Categorise literature (fable, myth)
- Identify genre (science fiction, historical novel)
- Appreciate the structural and stylistic differences between fiction and non-fiction
- Show appreciation of different writing styles
- Recognise figurative language (similes, idioms, metaphors)
- Locate, access, organise and synthesise information for different purposes and a variety of sources
- Generate new questions after reading and connect these to prior knowledge and experience

#### Writing:

- Understand that different types of writing have different styles and structures, and are used for different purposes (summary, opinion essay)
- Are aware of audience
- Use the writing process independently and effectively to structure thinking and to communicate
- Understand the writing process (planning, revising, editing)
- use appropriate paragraphing
- Use appropriate punctuation and grammar
- use complex sentence structure
- Use a range of vocabulary including content-specific vocabulary
- use figurative language appropriately in writing (similes, idioms, metaphors)
- Use standard spelling for most words and use appropriate resources to check spelling
- Have a fluent and legible style of handwriting (cursive)
- Show individuality and creativity in writing style
- Further develop their own voice and style
- Respond to writing of others critically
- Use a variety of note-taking and study skills to comprehend oral and written text and gather information during research
- use a range of modes in writing - narrative

### ORAL LANGUAGE

#### Listening:

- Listen to people and to texts for general meaning (for gist) and for precise meaning (for the key points)
- Listen appropriately for a sustained period and for a variety of purposes (to seek information and for enjoyment)
- Listen attentively
- Understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately

#### Speaking:

- Use a variety of linguistic structures and features of spoken language (rephrasing, gestures, expressions, pronunciation) to develop and present ideas and information adapting their speaking and listening strategies to the context, purpose and audience
- Use discussions in a range of formal and informal situations to generate, develop, modify and present ideas
- Participate appropriately in discussions, conversations, class and group meetings, debates and group presentations
- Argue persuasively and practise debating skills, presenting a point of view that is not necessarily their own
- Understand how language can influence points of view and responses to others
- Infer meanings, draw conclusions and make judgements
- Prepare and deliver an individual presentation for a variety of purposes (to persuade)
- Use a wide vocabulary and complex sentence structures with a high level of accuracy
- Reflect upon communication to monitor and assess their learning

### VISUAL LANGUAGE

#### Viewing and presenting:

- Analyse the different meanings that can be conveyed in different versions of the same story
- Understand that the form and quality of the presentation of their work reflects their thinking and attitudes
- Demonstrate behaviour for a large range of visual material (movies, poster, CD-ROMs, atlases, sculptures, paintings, graphic organisers, codes)
- Respond to viewing experiences orally and in writing using specific vocabulary and terminology
- Are aware of the effect of design on the meaning of the visual
- Recognise that visuals are constructed for particular reasons
- Willing to work with a variety of materials to plan and carry out different projects

## **Taught within the Unit of Inquiry - learning through language (French)**

### ORAL LANGUAGE

#### Speaking

- Understanding and using vocabulary connected to (pre-historic) animals, animals they like, body parts and physical appearance with a high level of accuracy

Taught as subject-specific (language - French)

### ORAL LANGUAGE

#### Listening:

- Listen to people and texts for general and for precise meaning
- Understand and evaluate what you hear and respond appropriately
- Identify differences and similarities between individuals and languages

### WRITTEN LANGUAGE

#### Writing:

- Being able to ask and give information (name, age, place of living, origin, etc.) about an animal and describe its appearance
- Understand the writing process (planning, revising, editing)
- Use writing process effectively to structure thinking and to communicate
- Write a short paragraph that has recognisable and appropriate structure
- Use simple and more complex sentence structures
- Use content-specific vocabulary
- Use appropriate punctuation and grammar
- Analyse and evaluate your work

#### Reading:

- Read aloud for better pronunciation
- Read regularly for enjoyment and information at school and at home with understanding and accuracy on students' level
- Identify themes, main ideas, and supporting details

### VISUAL LANGUAGE

#### Viewing and presenting:

- Understand that the form and quality of the presentation of your work reflects your thinking and attitudes

## **Taught within the Unit of Inquiry - learning through language (German)**

### ORAL LANGUAGE

#### Speaking

- Knowing continents and countries
- Being able to participate appropriately in discussions, conversations, debates
- Speaking about free time activities (continued)
- Being able to use the indefinite article EIN/EINE

#### Listening

- Listening appropriately for a sustained period and for instructions and enjoyment
- Understanding and evaluating what you hear and respond appropriately
- Showing an active interest in and respect for other languages

### WRITTEN LANGUAGE

#### Writing

- Being able to use simple sentence structure
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- Being able to use appropriate punctuation and grammar
- Being able to recognize and use the main parts of speech correctly (noun, verb, personal pronouns)

- Being able to use the correct word order in interrogative, affirmative and negative sentences (continued)

#### Reading

- Preparing for the reading competition EPI Lesepreis
- Reading regularly for enjoyment and information at school and at home
- Identifying themes, main ideas, characters and plot of stories
- Independently selecting the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Feelings that words can evoke mental images

#### Taught within the Unit of Inquiry - learning through Visual Arts

##### RESPONDING

- Explain the cultural and historical perspectives of an artwork.
- Understand the role and relevance of visual arts in society.
- Be exposed to both western and non-western male and female artists.
- Reflect on their own and others' creative processes to inform their thinking.
- Develop and appreciate creativity and originality.

##### CREATING

- Use a sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information.
- Continue to develop the sense for combining natural and artificial materials.
- Review and learn about working procedures with clay and firing clay.
- Continue to develop skills in modelling pottery works in pottery techniques.
- Develop the sense for the sculpture as a whole.
- Develop the sense for all-side modelling.
- Develop the sense for stability and volume.
- Develop the sense for textured and relief surfaces.
- Develop observation and sensitivity for details.
- Learn about different types of statues - free standing sculpture, bust.
- Recognise the difference between a sculpture, a bust and a relief (low/high).
- Combine and use variety of media, including IT, to explore and express ideas.
- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design.

#### Taught within the Unit of Inquiry - learning through Music

##### RESPONDING

- Explain the role and relevance of music in their own cultures, its uses and associations through place and time.
- Interpret and explain the cultural and/or historical perspective of a musical composition.
- Explore different artistic presentations that are/were innovative and their implications.
- Recognize music from a basic range of cultures and styles.
- Perform expressively a varied repertoire of music representing diverse genres and styles.

##### CREATING:

- Incorporate the other arts and available resources in order to broaden their creative expression.
- Present, in small groups, innovative musical performances on a selected issue.

#### Taught within the Unit of Inquiry - learning through ICT

- Learn about different types of communication (visual, oral, audio, body language).
- Design and create a presentation, animation or comic about human evolution using different software.
- Recognise, use and apply the elements of an efficient visual communication.
- Learn how to evaluate a presentation, animation or comic considering elements of a visual communication.

#### Taught within the Unit of Inquiry - learning through PSE

##### IDENTITY

- Are aware that the genes that people inherit from their parents carry information that decides how they look and that this information appears at different times in their lives
- are aware that they are different from other people and discover how this awareness can help them define their unique qualities and develop self-esteem

- know and identify the attributes of Learner Profile

### **Taught within the Unit of Inquiry - learning through PE**

#### INTERACTIONS

##### GAMES

- demonstrate the ability to transfer knowledge about rules, etiquette and motor skills from one game or sport to another;
- demonstrate the ability to assist others in developing their motor skills;
- develop an appreciation of the role culture plays in games and sports;
- feel sensitivity towards the different abilities of students in the group and be responsive to the needs of others;
- demonstrate an understanding of the origin and history of games and sports as they relate to community and national cultures;
- use rules of fair-play;
- Creating your own game
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### **Taught as subject-specific (inquiry into Mathematics)**

#### DATA HANDLING

- understand that probability can be expressed in scale (0-1) or per cent (0%-100%)
- understand the difference between experimental and theoretical probability
- express probabilities using scale (0-1) or per cent (0%-100%)
- determine the theoretical probability of an event and explain why it might differ from experimental probability.

#### NUMBER

- model, read and write ratios
- explore the concept of equal ratios
- model, read, write, compare and order percentages
- compute percents of 25%, 10% and 50% mentally
- find percent of a number
- use ratios and percentages in real-life situations
- estimate and make approximations in real-life situations involving decimals and percentages
- understand the relationship between fractions, decimals and percentages
- convert between fractions, decimals and percentages.
- use fractions, decimals and percentages interchangeably in real life situations
- estimate and make approximations in real-life situations involving fractions, decimals and percentages