



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, Visual Arts, Extra help, Homeroom lesson)
Mateja Pompe (teacher assistant)
Denis Divjak (Physical Education)
Vera Božičkovič Prijatelj (English assistant)
Anja Dežman (Music)

Transdisciplinary theme: Sharing the planet

Central idea: Sharing Earth with plants brings responsibilities to people.

Related concepts: Responsibility/behaviour, rights/values, consequences

Lines of inquiry

- Life cycle of a plant - change
- Caring for plants - responsibility
- Contribution of plants to life on Earth - connection

Transdisciplinary skills:

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

Social skills: accepting responsibility, group decision-making, adopting a variety of group roles, **Communication skills:** reading, writing, presenting

Self-management skills: safety, codes of behaviour, informed choices

Research skills: formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

LEARNER PROFILE: knowledgeable, caring, inquirer

ATTITUDES: curiosity, appreciation, commitment

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
- 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 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
- 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
- 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
- be able to anticipate and predict when listening to texts read aloud

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
- give instructions, directions and messages and respond to the instruction of others
- ask questions and respond appropriately
- 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, Venn and begin to use Carroll 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, less likely, maybe, most likely, certain).

Taught within the Unit of Inquiry – learning through MUSIC

RESPONDING

- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat.
- Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices.
- Devise criteria for evaluating performances and compositions.

CREATING

- Use voice and body to create musical patterns.
- Participate in performing and creating music.

Taught within the Unit of Inquiry – learning through VISUAL ARTS

RESPONDING:

- enjoy experiencing artworks

CREATING

- engage with, and enjoy a variety of visual arts experiences
- use their imagination and experiences to inform their art making
- Introduce sketchbook and use it for responding to art and sketches

Taught as a subject-specific (inquiry into ENGLISH)

WRITTEN LANGUAGE

Reading:

- read some and retell simple familiar books, independently with confidence
- read silently with a degree of independence
- maintain a “reading reflections” log
- 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 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:

- begin to write simple, sequenced stories with beginning, middle, and end
- use some simple literary forms and structures
- correctly spell some high frequency words
- use phonetic spelling
- begin to use some common spelling patterns

- write legible upper and lower case letters

ORAL LANGUAGE

Listening:

- 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:

- participate in imaginative play, storytelling, role play and dramatization of stories and poems
- retell, relate, and sequence events and stories
- begin to respond to text by identifying the main idea, questioning, and drawing conclusions

Taught as a subject-specific (inquiry into MATHEMATICS)

SHAPE AND SPACE

- begin to understand that 2D shapes can be created by putting together and/or taking apart other shapes
- understand that geometric shapes are useful for representing real-world situations
- sort, describe and label 2D shapes
- begin to create and describe symmetrical and tessellating patterns
- identify lines of reflective symmetry
- begin to understand that examples of symmetry and transformations can be found in their immediate environment
- recognize and explain simple symmetrical designs in the environment
- apply knowledge of symmetry to problem-solving situations

MEASUREMENT

- begin to understand the use of standard units to measure, for example, length, mass, money, time, temperature
- begin to estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature
- begin to use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature

NUMBER

- model numbers to hundred using the base 10 place value system
- begin to model simple fraction relationships ($\frac{1}{2}$, whole)
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- begin to estimate sums and differences up to 20
- begin to describe mental and written strategies for adding and subtracting two-digit numbers without regrouping
- use whole numbers up to hundred in real-life situations
- use cardinal and ordinal numbers in real-life situations
- begin to use fractions in real-life situations
- begin to use strategies to evaluate the reasonableness of answers

Taught as a subject-specific (inquiry into MUSIC)

RESPONDING:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat.

- use symbols to record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow).
- devise criteria for evaluating performances and compositions.
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

CREATING:

- create and accompany music using a variety of sounds and instruments.
- use voice and body to create musical patterns.
- use vocal sounds, rhythms and instruments to express feelings or ideas.

Taught as a subject-specific (inquiry into VISUAL ARTS)

RESPONDING

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork (cultural and other contexts)
- observe the relationships within an artwork and construct meanings (individuals and cultural groups)
- communicate their initial responses to an artwork in visual, oral or physical modes
- make personal connections to artworks – begin to understand individual responses, thoughts and ideas
- create artwork in response to a variety of stimuli.

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
- realize that their artwork has meaning
- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials

Taught as subject specific (Inquiry into PE)

ACTIVE LIVING

GAMES

- Travel in different ways, changing speed and direction while maintaining body control;
- get to know one game from their country;
- learn basic rules to play games with balls;
- improve control of a ball when throwing and catching;

Taught as a subject-specific (inquiry into 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 as subject specific (Inquiry into PSE)

IDENTITY

- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering
- Identify attributes of learner profile
- develop strategies to enable successful learning, and encourages making independent choices

INTERACTIONS

- begin to use mediation to solve problems

ACTIVE LIVING:

- recognize that acting upon instructions and being aware of others helps to ensure safety
- understand the need to act responsibly to help ensure the safety of themselves and others