



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, Mathematics 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)

**Central Idea:** Through small actions, everyone can make an impact

### Concepts:

Perspective, change, connection, causation, form, function, responsibility, reflection.

### Learner Profile:

Principled, open-minded, risk-takers, knowledgeable, caring, reflective, communicators, balanced, thinkers, inquirers.

### Attitudes:

Respect, tolerance, curiosity, integrity, independence, enthusiasm, empathy, creativity, cooperation, confidence, commitment, appreciation.

## 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
- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- identify some meaning beyond the literal
- Show appreciation of different writing styles
- recognise figurative language (similes, idioms, metaphors)
- Locate, access, organise and synthesise information from a variety of the purpose of sources
- Generate new questions after reading and connect these to prior knowledge and experience
- recognise that poem have layers of meaning
- show understanding that different texts, poems may be interpreted differently by different people
- feel that words can evoke mental images
- use specific vocabulary to comment on and analyse poetry (line, stanza, rhyme, scheme)

#### Writing:

- Understand that different types of writing have different styles and structures, and are used for different purposes (formal letter, poems)
- Are aware of audience
- Use writing process independently and effectively to structure thinking and to communicate
- Understand the writing process (planning, revising, editing)
- use appropriate paragraphing
- use complex sentence structure
- Use appropriate punctuation and grammar
- recognise and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb)
- 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
- composing different forms of poetry
- use a range of modes in writing - persuasive

### 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, for enjoyment, to gain knowledge, for instructions)
- Listen attentively
- Understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately
- show an active interest in and respect for other languages
- identify differences and similarities between languages

#### 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 the responses to others
- Infer meanings, draw conclusions and make judgments
- Prepare and deliver an individual presentation for a variety of purposes (to persuade, to entertain, to inform, to direct)
- 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:

- identify and begin to analyse the structures and features characteristic of a range of visuals
- 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 as subject-specific (inquiry into Mathematics)**

### **NUMBER**

- read and write fractions
- read, write, compare and order decimal fractions to thousandths
- model improper fractions and mixed numbers
- convert improper fractions to mixed numbers and vice versa in real-life situations
- model addition, subtraction of fractions
- simplify fractions in mental and written form
- use fractions in real life situations
- select an efficient method for solving a problem: mental estimation, mental computation, by using a calculator
- use strategies to evaluate the reasonableness of answers
- use mental and written strategies for adding, subtracting fractions in real-life situations

### **MEASUREMENT**

- understand and develop procedures for finding area, perimeter and volume
- understand the relationships between area and perimeter, between area and volume, and between volume and capacity
- understand unit conversions within measurement systems (metric or customary).
- read and interpret scales on a range of measuring instruments
- carry out simple unit conversions within a system of measurement (metric or customary).
- select and use appropriate units of measurement and tools to solve problems in real-life situations
- determine and justify the level of accuracy required to solve real-life problems involving measurement

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

### **CREATING:**

- Use sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information,
- Develop the sense and awareness of balance (symmetrical, asymmetrical) and composition in art works.
- Continue to develop the sense for combining natural and artificial materials.
- Continue to develop sensibility for mixing colours in colour and shade tones.
- Become increasingly independent in the realization of the creative process.
- Select research and develop an idea or theme for an artwork.
- Combine and use variety of media, including it, to explore and express ideas.
- Develop an awareness of their personal preferences.
- Develop observation and sensitivity for details.
- Identify factors to be considered when displaying an artwork.
- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design.

### **RESPONDING:**

- Set up an exhibition considering the effective positioning of students' art works
- Reflect on the factors that influence personal reactions to artwork
- Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities.
- Understand the role and relevance of visual arts in society

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

#### **IDENTITY**

- are able to find the way how to interact positively with others
- know and identify the attributes of Learner Profile

#### **INTERACTIONS**

- Are aware that working in a group includes building trust and communicating among group members (while keeping everyone safe in the process), making decisions together and being considerate to others in order to achieve a common goal
- understand the role of the School Council and actively participate in it

### **Taught as subject-specific (inquiry into PSE)**

#### **ACTIVE LIVING**

- understand that the food people choose to eat, combined with the amount of exercise they do, will influence their appearance and well being
- realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
- understand that they are capable of improving who they are and what they can achieve

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

- Create an efficient visual presentation for PYP exhibition using various media.
- Combine and use different programmes (for presentations, text documents, editing photos, Internet)
- Develop confidence, independence, creativity

### **Taught as subject specific (inquiry into ICT)**

- Develop skills in organising data
- Develop skills in creating visual engaging presentation using media
- develop skills in making difference with a help of ICT technology
- develop skills in combining more programmes to create quality product.

### **Taught as subject specific (inquiry into PE)**

#### **INTERACTIONS**

##### **DODGE BALL AND HANDBALL**

- learn basic rules of handball;
- develop positive attitude to the game;
- develop team spirit and connections with other students;
- use rules of fair-play;
- improve playing dodge ball game;
- display increased self-confidence, self-sufficiency and individual initiative;

##### **ADVENTURE CHALLENGES**

- participate in group activities to accomplish a common goal with apparatus; more complex team building games;
- solve more complex challenging problems individually and in groups;

## **ACTIVE LIVING**

### **ATHLETICS**

- practice specific techniques for running, throwing and jumping events;
- are able to collect data and analyse it (simple chart) for heptathlon events;
- evaluate their athletics performance and understand how they can improve their performance;
- understand and perform tactics at long distance running;
- learn more complex tactics at 4×100m and 4×400m relay;
- understand development of speed at 100m sprint;
- learn to perform at long and triple jump;
- are able to set the run at high jump

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

### **WRITTEN LANGUAGE**

#### Reading

- Independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Generate new questions after reading and connect these to prior knowledge and experience

#### Writing

- Are aware of audience
- Understand the writing process (planning, revising, editing)

### **ORAL LANGUAGE**

#### Listening

- Listen to people and to texts for general meaning (for gist) and for precise meaning (for the key points)

#### Speaking

- Prepare and deliver a presentation for a variety of purposes (to entertain, to inform ...)

### **VISUAL LANGUAGE**

#### Viewing and presenting

- Begin to recognise that interpretations of visual presentations are influenced by our backgrounds and experience
- Understand that the form and quality of the presentation of work reflects thinking and attitudes

**Taught as subject specific (inquiry into Slovenian)**

### **WRITTEN LANGUAGE**

#### Reading

- Read texts for information and pleasure with understanding and accuracy on students' level
- Feel that words can evoke mental images

#### Writing

- Understand that different types of writing have different styles and structures, and are used for different purposes (short paragraph, short story, instructions, riddle, poem)
- Show individuality and creativity in writing style

### **ORAL LANGUAGE**

#### Speaking

- Use a variety of linguistic structures and features of spoken language (rephrasing, expressions, pronunciation) to develop and present ideas and information

**Taught within the unit of inquiry - learning through Music**

### **RESPONDING:**

- sing songs or voice parts with increasing control, confidence and expression.
- play a wide range of instruments with accuracy in solo and ensemble performances.
- devise criteria for evaluating performances and compositions.
- explain their personal preferences for specific musical works and styles.
- modify their practice and/or compositions based on the audiences' responses.

### **CREATING:**

- Students organize, create and perform their own art project on selected topic, using all available materials.
- create music that will be continually refined after being shared with others.

### **Taught as subject specific (inquiry into Music)**

#### **RESPONDING:**

- read and notate using values of whole, half note, dotted half note, quarter note, eighth note and sixteenth note, and rests.

### **CREATING:**

- use notation to practice and perform a piece of music.
- use standard symbols to notate meter and rhythm of simple patterns presented by teacher.

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

#### **ORAL LANGUAGE**

##### **SPEAKING**

- Learning family members and speaking about your own family (family tree) or other families
- Using the indefinite article "ein, eine" (continued) and the negation word "kein, keine"
- Using possessive pronouns: mein, dein, Ihr
- Expressing relationships with "VON" and the possessive "S"
- Accurately pronouncing new vocabulary
- Using basic vocabulary and simple sentence structures with a high level of accuracy
- Participating appropriately in discussions, conversations, class and group meetings, debates and group presentations

##### **LISTENING**

- Understanding simple dialogues from the tape (CD)
- Listening to people and to texts for general meaning (for gist) and for precise meaning (for the key points)
- Listening appropriately for a sustained period and for a variety of purposes (to seek information, to gain knowledge, for instructions, for enjoyment)
- Listening attentively
- Understanding and evaluating what you hear and responding appropriately
- Showing an active interest in and respect for other languages

#### **WRITTEN LANGUAGE**

##### **WRITING**

- Drawing a family tree and writing about your family or other families
- Using simple sentence structure with appropriate punctuation, spelling and grammar
- Writing short paragraphs that have recognizable and appropriate structure
- Being aware of audience
- Using content-specific vocabulary

##### **READING**

- Reading regularly for enjoyment and information at school and at home
- Reading short texts for information and pleasure with understanding and accuracy on grade level
- Independently selecting the appropriate reading strategy for the purpose of the activity (scanning, skimming, rereading)
- Feeling that words can evoke mental images
- Reading aloud for pronunciation practice

#### **VISUAL LANGUAGE**

##### **VIEWING AND PRESENTING**

- Understanding that the form and quality of the presentation of students' work reflects their thinking and attitudes

### **Taught as subject specific (inquiry into German)**

- Learning new vocabulary: rooms in a house.

- Drawing your own room or house and describing it.
- Accurately pronounce and spell new vocabulary
- Using the indefinite article "ein, eine" and the negation word "kein, keine" (continued)
- Understanding simple dialogues from the tape (CD)
- Using the singular and plural verb forms in the present tense and being able to ask and answer questions (continued)
- Using irregular verbs in context

### **Taught as subject specific (inquiry into French)**

#### **ORAL LANGUAGE**

##### Speaking:

- Use a variety of linguistic structures and features of spoken language (rephrasing, expressions, pronunciation) to develop and present ideas and information

##### Listening:

- Listen appropriately for a sustained period and for a variety of purposes (to seek information, to gain knowledge)
- Understand and evaluate what you hear and respond appropriately

#### **WRITTEN LANGUAGE**

##### Writing:

- Use writing process independently and effectively to structure thinking and to communicate
- Understand that different types of writing have different styles and structures, and are used for different purposes (short paragraph, summary)
- Use appropriate paragraphing
- 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, characters and plot of stories

#### **VISUAL LANGUAGE**

##### Viewing and presenting:

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