



## LONG RANGE PLANS

School year 2016/17

Grade 4



### Teachers:

Klavdija Čuk (Unit of Inquiry, English, Mathematics, Slovenian, Homeroom programme, Extra help)

Daniela Vlačić (Visual Art, Class Assistant)

Andrew Paul Tomlin (English assistant)

Saša Krapež (ICT)

Denis Divjak (Physical Education)

Ana Smolnikar (Music)

Špela Mosbrucker (EAL)

### Transdisciplinary Theme: HOW WE ORGANISE OURSELVES

**Central Idea:** Transportation systems around the world affect our lives in different ways.

### Lines of Inquiry:

- Impact of transportation
- Local traffic, safety and traffic manners
- Reasons for transportation

**Key Concepts:** Causation; Responsibility; Connection

### Transdisciplinary Skills:

**Self-management skills:** gross motor skills, spatial awareness, organization, safety, healthy lifestyle, codes of behaviour, informed choices

**Research skills:** observing, collecting data, recording data, interpreting data, presenting research finding

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

### Learner profile:

Thinkers, Risk takers, Balanced

### Attitudes:

Commitment, Confidence, Independence

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

### WRITTEN LANGUAGE

#### Reading

- Read a range of texts for information and pleasure with increasing understanding and accuracy at 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 increasing expression
- Show appreciation of different writing styles
- Locate, access, organise information from a variety of sources
- Generate new questions after reading and connect these to prior knowledge and experience
- Show familiarity with the standard organisation of an informational text

#### Writing

- Display a sense of audience by writing in a variety of styles for a range of purposes (instructions, summary, informal letter)
- Use an appropriate writing process independently
- Plan, organise and complete writing projects of increasing length and complexity
- Use increasingly complex sentence structure
- Use a range of vocabulary including content-specific vocabulary
- Use standard spelling for most words and use appropriate resources to check spelling
- Have a fluent and legible style of handwriting (cursive)
- Write engaging stories that have recognisable and appropriate structure
- Show individuality and creativity in writing style
- Start developing their own voice and style
- Respond to writing of others critically
- Use a range of modes in writing (descriptive)

### ORAL LANGUAGE

#### Listening and speaking

- Use discussion to (generate) develop, modify and present ideas
- Use a wide vocabulary and complex sentence structures accurately
- Listen appropriately for a sustained period and for a variety of purposes
- Show interest and respect for other languages
- Communicate in more than one language
- Identify and appreciate differences and similarities between languages
- Have an increasing awareness of the power of oral language, how it can help to construct meaning and connect with others
- Use speech appropriately to inform, entertain and influence others
- Be aware that oral language is a medium for learning, as well as for individual enjoyment
- Interact confidently in a variety of situations
- Use a (wide) range of linguistic structures and features to present ideas and information
- Adapt speaking and listening strategies to the context, purpose and audience
- Reflect upon communication to monitor and assess their learning

### VISUAL LANGUAGE

#### Viewing and presenting

- Interpret and analyse the purpose and point of view of a visual presentation
- Begin to recognise the implication of commercial media
- Begin to make informed judgements about TV, film and video productions

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

### MEASUREMENT

- understand the use of standard units to measure perimeter
- understand an angle as a measure of rotation (90, 180, 270, 360 degrees)
- use standard units of measurement to solve problems in real-life situations involving perimeter

### **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
- get acquainted with, recognise and properly use various drawing/painting materials and techniques
- develop the sense and awareness of balance (symmetrical) and composition in art works
- develop the sense for combining natural and artificial materials
- develop fine motor skills
- develop observation and sensitivity for details
- learn to identify the elements and principles of art and design and use them in appropriate way when producing and responding the works of art
- develop understanding and sense for primary/secondary, similar, light/dark colours and recognise them in art works
- make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures
- combine and use variety of media, including IT, to explore and express ideas

#### **RESPONDING:**

- develop a critical awareness of their own environment and the place of art within it
- express feelings and ideas through art
- begin to develop and appreciate creativity and originality
- provide constructive criticism when responding to artwork
- develop appreciation of art as a form of communication and as an expressive language in its own right

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

#### **RESPONDING:**

- share and compare their experiences as audience members at various performances
- develop an understanding of form in music
- sing partner songs
- perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
- demonstrate audience behaviour appropriate for the context and style of music performed

#### **CREATING:**

- create and perform a movement sequence accompanied by music that they have created
- create a musical composition expressing their own ideas and feelings on a social issue

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

#### **IDENTITY**

- Students are taking positive approach towards all things in order to develop self confidence
- Identify and set realistic personal goals and demonstrate positive attitude in order to achieve them
- Students are able to recognize their personal qualities, strengths and limitations

#### **INTERACTIONS**

- Students are familiar with different strategies when attempting to resolve conflict and they use them in their everyday life

#### **ACTIVE LIVING**

- students understand that they have responsibilities for their health by doing regular physical activity

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

#### **ACTIVE LIVING - INDIVIDUAL PURSUITS**

#### **HEALTH RELATED FITNESS**

- Demonstrate and apply safety when riding a bike or using roller blades

### **Taught as subject-specific (learning through ICT)**

#### **DEFINE AND PLAN INFORMATION SEARCHES AND BECOME CRITICAL INFORMATION CONSUMERS**

- Retrieve information relevant to an inquiry by conducting an effective search
- cite all sources used when presenting research
- validate the content of some websites to check for accuracy
- use ICT to plan an information search or generation of information, recognising some pattern within the information,

#### **LOCATE, GENERATE AND ACCESS DATE AND INFORMATION (USING APPROPRIATE STRATEGIES AND TOOLS)**

- locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways
- explain why located data or information was selected

#### **CREATE, EDIT AND SHARE GENERATED INFORMATION, IDEAS, PLANS AND PROCESSES**

- use ICT to generate ideas and plan solutions

#### **GENERATE SOLUTIONS TO CHALLENGES AND LEARNING AREA TASKS**

- independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes
- Create digital products with integrated materials such as images and sound files with logical sequence and content
- Reflect on digital products, refining/ editing them

#### **COLLABORATE, SHARE AND EXCHANGE (CONTRIBUTE TO AND LEARN FROM OTHERS)**

- select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

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

#### **SHAPE AND SPACE**

- understand the properties of regular and irregular polygons
- understand congruent or similar shapes
- understand an angle as a measure of rotation
- understand that directions for location can be represented by coordinates on a grid
- begin to understand how scale is used to enlarge and reduce shapes
- understand that visualization of shape and space is a strategy for solving problems
  
- sort, describe and model regular and irregular polygons
- describe and model congruency and similarity in 2D shapes
- analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn
- locate features on a grid using coordinates
  
- analyse and describe 2D shapes, including regular and irregular polygons, using geometrical vocabulary
- identify, describe and model congruency and similarity in 2D shapes

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

- read and notate using values of whole, half note, dotted half note, quarter note, eighth note and sixteenth note, and rests
- 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 as subject-specific (learning through PE)**

#### **GAMES - NET GAMES**

- demonstrate playing net games;
- understand basic rules of the game;
- develop positive attitude to that game;
- develop team spirit and connections with other students;
- use rules of fair-play;