



Danila Kumar International School  
Primary Years Programme (PYP)

## **LONG RANGE PLANS**

School year 2021/22

Grade 5

### **Teachers:**

Tina Fürst (English, Unit of Inquiry, Homeroom lesson)  
Lepoldina Poli Hočevar Eve (Mathematics)  
Tjaša Fritsch Križaj (German)  
Katarina Čepič (French)  
Tea Jelnikar (Spanish)  
Anja Podreka (Visual Arts)  
Denis Divjak (Physical Education)  
Kristina Štemberger (Music)  
Derek Snyder (English assistant)  
Saša Krapež (ICT)

**Transdisciplinary theme:** How the world works

### **Central Idea:**

Diverse planet habitats offer different opportunities for hosting life.

### **Lines of Inquiry and Concepts:**

- the positions and function of space bodies in our Solar System (function)
- space bodies' suitability for human/Earth life (organisms, plants, animals, humans) (connection)
- missions to space bodies finding evidence of life (perspective)

### **Related concepts:**

Systems, sustainability, evidence (opinion)

### **Approaches to learning:**

**Thinking skills** (critical thinking skills: analysing: take knowledge or ideas apart by separating them into component parts; evaluating ideas: organise relevant info to formulate an argument, consider ideas from multiple perspectives, synthesize new understanding by finding unique characteristics, seeing relationships and connections; forming decisions: revise understandings based on new info and evidence, draw conclusions and generalizations; creative-thinking skills: generating novel ideas; information transfer skills: use memory techniques to develop long-term memory, inquiry in different contexts to gain different perspectives);

**Social Skills** (interpersonal relationships: listen closely to others' perspectives and to instructions, be respectful to others, help others to succeed, make fair and equitable decisions, encourage others to contribute; social and emotional intelligence: be aware of own and others' emotions, manage anger and resolve conflict, be self and

socially aware, be aware of own and others' impact as a member of a learning group);

**Self-management skills** (organisation skills: use time effectively and appropriately, bring necessary equipment and supplies to class, keep an organised and logical system to document learning, take on and complete tasks as agreed);

**Communication skills** (exchange-information skills: speaking: speak and express ideas clearly and logically in small and large groups, give and receive meaningful feedback and feedforward, state opinions clearly, logically and respectfully, discuss and negotiate ideas and knowledge with peers and teachers; interpreting: understand the ways in which images and language interact to convey ideas; listening: listen to, and follow the info and directions of others, listen actively to other perspective and ideas, ask for clarifications, listen actively and respectfully while others speak; literacy skills: reading: read a variety of sources for info, read critically and for comprehension, make inferences and draw conclusions; writing: organise info logically, paraphrase accurately and concisely, make summary notes);

**Research skills** (information-literacy skills: formulating and planning: outline a plan for finding necessary info, evaluate and select appropriate info sources based on the task; data gathering and recording: gather info from a variety of primary and secondary resources, record observations by drawing, note taking, charting; synthesizing and interpreting: sort and categorize info, use critical literacy skills to analyse and interpret info; evaluating and communicating: draw conclusions from relationships and patterns that emerge from data, present info in a variety of formats; media literacy: locate, organize, analyse, evaluate and synthesize info from a variety of trusted sources, social media and online networks, compare, contrast and draw connections among media resources, seek a range of perspective from multiple and varied media sources, communicate info and ideas effectively to different audiences)

**Learner Profile:** risk-taker, reflective, thinkers

## **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 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 expression
- independently select the appropriate reading strategy for the purpose of the activity (scanning, skimming, re-reading)
- Appreciate the structural and stylistic difference between fiction and non-fiction
- 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

#### Writing:

- Understand that different types of writing have different styles and structures, and are used for different purposes (advertisement)
- 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 complex sentence structure
- Use appreciate grammar and punctuation
- 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 the writing of others critically and with sensitivity
- 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 (descriptive and 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)
- 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 and group presentations
- Prepare and deliver an individual presentation for a variety of purposes (to entertain, to inform)
- Use a wide vocabulary and complex sentence structures with a high level of accuracy
- Use a variety of literary devices such as metaphor, simile, personification
- Reflect upon communication to monitor and assess their learning

## VISUAL LANGUAGE

### Viewing and presenting:

- define the role of advertising as part of media presentation
- interpret and analyse the purpose and point of view of a visual presentation (advertisement)
- 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 (CD-ROMs, sculptures)
- 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 Maths**

### NUMBER

- Model numbers to hundred billion using the base 10 place value system
- Read, write, compare and order whole numbers up to hundred billion
- Model addition, subtraction, multiplication of whole numbers
- Use whole numbers up to hundred billion in real-life situations
- Model decimals to thousandths
- Read, write, compare and order decimals through thousandths
- Model addition, subtraction and multiplication of decimals
- Use decimals 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, multiplying whole numbers and decimals
- Select and use an appropriate sequence of operations to solve word problems

### PATTERN AND FUNCTION

- Understand that patterns can be generalized by a rule
- Represent the rule of a pattern by using a function
- Select appropriate methods to analyse patterns and identify rules

### SHAPE AND SPACE

- understand the properties of circles (diameter, radius and circumference of a circle)
- be able to use a compass
- understand how scale is used to enlarge and reduce shapes
- identify and use scale to enlarge and reduce shapes

### MEASUREMENT

- use timetables and schedules in real-life situations
- determine times worldwide.

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

### ORAL LANGUAGE

#### Speaking

- Learning the planets and some other basic vocabulary in French connected to the Solar System

### WRITTEN LANGUAGE

- Reading a variety of written and visual texts (stories, legends, riddles...) about the planets and Solar

## System

### **Taught as subject-specific (language – French)**

#### ORAL LANGUAGE

##### Speaking:

- Identify how other languages can help them with their French language (know how to use their prior knowledge, identify similarities, differences, patterns)
- are able to introduce oneself, others and their culture
- Ask about one's mood and respond
- able to ask simple questions and respond
- Know the French alphabet and can spell the words
- Understand and are able to use content-specific vocabulary connected to Solar system, school materials
- use simple classroom language;

##### Listening:

- Understand the classroom language and simple dialogues
- understand instructions and questions asked by the teacher and classmates
- listen to people for general meaning (gist)

#### WRITTEN LANGUAGE

##### Writing:

- know the numbers from 1 – 20
- Use the definite and indefinite articles (un/une/des, la/le/les)
- use simple sentence structures

##### Reading:

- Understand short sentences and read them aloud with appropriate stress and pronunciation;

#### VISUAL LANGUAGE

##### Viewing and presenting:

- realise that visual aids can simplify language learning

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

#### ORAL LANGUAGE

##### Speaking

- Learning the planets and some other basic vocabulary in German connected to the Solar System
- Colours
- Basic conditions for life (vocabulary)
- German speaking space explorers (German, Austria, Switzerland)

### **Taught as subject-specific (language – German)**

#### ORAL LANGUAGE

##### Speaking:

- Being able to introduce oneself and others
- Learning how to spell German words (alphabet)

- Participating actively in group presentations and discussions
- Learning numbers from 0-100
- Asking about one's mood and giving answers

#### Listening

- Listening for instructions
- Identifying similarities and differences between languages
- Listening to the CD for enjoyment
- Understanding and evaluating what you hear and respond appropriately

#### WRITTEN LANGUAGE

##### Writing:

- Having a neat and organized notebook
- Using appropriate orthography, punctuation and grammar.

##### Reading:

- Introducing dictionary skills: searching for nouns in an English-German dictionary and recognising their gender (der, die, das)
- Reading aloud for pronunciation practice (simple stories about solar system)

#### VISUAL LANGUAGE

##### Viewing and presenting:

- Recognise that visuals are constructed for particular reason

#### **Taught as subject-specific (language – Spanish)**

#### ORAL LANGUAGE

##### Speaking

- Be able to introduce oneself and others
- Correctly spell Spanish words (the alphabet)
- Use numbers from 0 to 100
- Be able to ask about one's mood and respond
- Understand and use basic vocabulary in Spanish connected to the solar system

##### Listening

- Listen for instructions
- Identify similarities and differences between languages (prior knowledge of mother tongue and other languages)
- Listen attentively

#### WRITTEN LANGUAGE

##### Writing

- Know the Spanish alphabet and being able to spell words
- Use note-taking skills to have a neat and organized notebook
- Appropriately use content-specific vocabulary

##### Reading

- Introduce dictionary skills: searching for nouns in an English-Spanish dictionary and recognize their gender (el / la)
- Use a Spanish-English / English-Spanish dictionary

#### VISUAL LANGUAGE

##### Viewing and Presenting

- Realise that visual aids can help language learning
- Recognise that visuals are constructed for particular reasons

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

### CREATING

- present, in small groups, innovative musical performances on a selected issue
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

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

### RESPONDING

- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor
- play a wide range of instruments with accuracy in solo and ensemble performances
- use standard symbols to notate meter and rhythm of simple patterns presented by teacher

explore different artistic presentations that are/were innovative and their implications

## **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.
- Continue to develop the sense for combining natural and artificial materials.
- Continue to develop sensibility for mixing colours in colour and shade tones.
- Develop the sense for the sculpture as a whole.
- Develop the sense for textured and relief surfaces.
- Develop observation and sensitivity for details.
- Develop fine motor skills.
- Develop spatial skills and spatial visualisation.
- Select, research and develop an idea or theme for an artwork.
- Combine and use variety of media, including it, to explore and express ideas.
- Utilize a broad range of ways to make meaning.
- Develop fine motor skills.

### RESPONDING

- Develop and appreciate creativity and originality.
- Reflect on their own and others' creative processes to inform their thinking.
- Understand the role and relevance of visual arts in society.

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

### INTERACTIONS

- the positions and conditions of space bodies in our Solar System

### GAMES

- Use rules of fair play

### INVASION GAMES

- Improve control of the dribbling the ball, passing and shooting
- Use rules of fair-play and sportsmanship code
- Understand the basic rules of invasion games and apply them in game situation
- Demonstrate the ability to transfer knowledge about rules, etiquette and motor skills from one game or sport to another

### **Taught within the Unit of Inquiry (PE)**

#### **IDENTITY**

- Identify and set realistic personal goals that can be achieved in the short and long term and demonstrate the willingness to work towards them
- Take responsibility for their own behaviour and recognise areas that could be improved
- Recognize their personal qualities, strengths and limitations
- Know and identify the attributes of the Learner Profile

#### **INTERACTION**

- Recognise and understand that every individual can contribute to the well-being and safety of their environment (in school, at home, in town, nature) by paying attention to rules, needs and common sense
- Understand and follow class and school rules and routines thus ensuring safety for self and others
- Understand the role of the School Council and actively participate in it

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

- Rules in the computer lab
- Safe and healthy use of technology
- Understand the structure and components of a global network