



Danila Kumar International School  
Primary Years Programme (PYP)

## **LONG RANGE PLANS**

School year 2021/2022

Grade 1

### **Teachers:**

Klavdija Čuk (Unit of Inquiry, English, Mathematics, Visual Arts, Extra Help, Homeroom Lesson)

Maja Kastelic (Teacher Assistant)

Andreja Mandeljc (Music)

Leopoldina Poli Hočevar Eve (EAL)

Sonja Križman Launay (English Language Assistant)

Denis Divjak (Physical Education)

**Transdisciplinary Theme:** Who we are

**Central Idea:** My physical and mental characteristics make me who I am.

### **Lines of inquiry**

- my physical body - FORM
- senses connect me with the world - CONNECTION
- mindfulness - REFLECTION

### **ATL Skills:**

**THINKING:** Analysis, dialectical thought

**SOCIAL:** Cooperating, resolving conflict, group decision-making, adopting a variety of group roles

**COMMUNICATION:** Listening, speaking, non-verbal communication

**SELF MANAGEMENT:** Gross motor skills, fine motor skills, spatial awareness, codes of behaviour, informed choices

**RESEARCH:** Formulating questions, observing

### **Learner Profile:**

- Balanced
- Caring
- Reflective

## **Taught within the Unit of Inquiry - learning through language ENGLISH**

### **WRITTEN LANGUAGE**

#### Reading

- begin to use simple dictionaries and reference books
- show an interest in a variety of fiction and non-fiction literature
- understand and respond to the ideas, feelings and attitudes expressed in the text
- begin to read different graphic organisers (tables, bar graphs)
- read and retell simple, familiar books independently with confidence

#### Writing

- use content-specific vocabulary which may be connected to the unit of inquiry
- begin to respond to the writing of others with sensitivity and respect

### **ORAL LANGUAGE**

#### Listening

- listen attentively and considerately and respond in small and large group situations
- Listen to and talk about stories, rhymes, questions
- pick out the main events and relevant points
- hear the beginnings, middle and endings of words
- be able to anticipate and predict when listening to texts read aloud
- hear and use rhyming words

#### Speaking

- use speech to establish relationships with others for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to develop specific vocabulary to suit different purposes (descriptive and comparative vocabulary)
- use simple and begin to use compound sentences, with appropriate word order
- begin to respond to text by identifying the main idea
- respond orally to the work of others

### **VISUAL LANGUAGE**

#### Viewing and presenting

- understand that signs carry meaning
- begin to use a range of communications media (photography) to locate, present and record information
- begin to understand that not everything one sees is useful or relevant

## **Taught as a subject-specific (inquiry into ENGLISH)**

### **WRITTEN LANGUAGE**

#### Reading

- recognize and name letters (specific)
- read upper- and lower- case letters (specific)
- show some knowledge of, and a willingness to use an appropriate writing process

#### Writing

- recognize and name some letters
- write legible some upper- and lower- case letters
- present writing appropriately with correct directionality and spacing and notebook spatial orientation
- accurately spell some high-frequency words

## **Taught within the Unit of Inquiry – learning through MATHEMATICS**

### SHAPE AND SPACE

- begin to represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, modelling, labelling

### DATA HANDLING

- begin to understand that information about themselves and their surroundings can be collected and recorded in different ways
- understand that sets can be organized by one or more attributes
- use tree and Venn diagrams to explore relationships between data
- understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).
- express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).
- create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)

### MEASUREMENT

- begin to understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- begin to understand that time is measured using universal units of measure, for example, years, months, days, hours
- estimate and compare lengths of time: day, week and month
- 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

## **Taught as a subject-specific (inquiry into MATHEMATICS)**

### NUMBER

- model numbers to 12 using the base 10 place value system
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- model addition and subtraction of whole numbers through to 10
- develop strategies for memorizing addition and subtraction number facts
- read, write, compare and order cardinal and ordinal numbers

### PATTERN AND FUNCTION

- begin to understand the inverse relationship between addition and subtraction
- begin to represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

## **Taught within the Unit of Inquiry – learning through VISUAL ARTS**

### CREATING

- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- participate in individual and collaborative creative experiences.
- create artwork in response to a range of stimuli
- use sketchbook and use it for responding to art and sketches

### RESPONDING

- enjoy experiencing artworks
- show curiosity and ask questions about artworks

- describe what they notice about an artwork (cultural and other contexts)

### **Taught within the Unit of Inquiry – learning through EAL**

#### WRITTEN LANGUAGE

##### Reading

- begin to use simple dictionaries and reference books

##### Writing

- show confidence and positive attitude towards writing

#### ORAL LANGUAGE

##### Listening

- listen attentively and considerately and respond in small and large group situations
- listen to and talk about stories, rhymes, questions
- hear and use rhyming words
- begin to pick out main events and relevant points
- show interest in a variety of fiction and non-fiction books

##### Speaking

- use content-specific vocabulary which may be connected to the unit of inquiry
- use speech to establish relationships with others and for a variety of personal purposes
- ask simple questions and give appropriate answers
- begin to use simple sentences

#### VISUAL LANGUAGE

##### Viewing and presenting

- understand that signs carry meaning

### **Taught within the Unit of Inquiry – learning through MUSIC**

#### RESPONDING:

- sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation
- explore body sounds and variety of untuned and tuned percussion instrument sounds
- use symbols to record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- respond and describe music characteristics or specify music events while listening to music
- describe how music makes them feel
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

#### CREATING:

- use vocal sounds, rhythms and instruments to express feelings or ideas
- participate in performing and creating music

### **Taught within the Unit of Inquiry – learning through PHYSICAL EDUCATION**

#### HEALTH-RELATED FITNESS

- are aware of physical activity and its importance on well-being
- are aware of the importance of drinking water during activity
- recognize basic changes that occur to their bodies when exercising
- demonstrate safety rules in the gymnasium and in the field
- begin to develop an appreciation of the role physical fitness plays in achieving and maintaining a personal sense of well-being

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

### ACTIVE LIVING

- develop a range of fine and gross motor skills
- 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

### IDENTITY

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- solve problems and overcome difficulties with a sense of optimism
- identify and understand the consequences of actions

### INTERACTIONS

- listen respectfully to others
- follow the school rules and routines
- develop strategies for solving conflict