



Kumar International School  
Primary Years Programme (PYP)

LONG RANGE PLANS

School year 2021/2022

Grade 5

**Teachers:**

Tina Fürst (Unit of Inquiry, Homeroom lesson)  
Oliver Frlić (Mathematics)  
Leopoldina Poli Hočevar Eve (English writing, Extra Help)  
Tjaša Fritsch Križaj (German)  
Tea Jelnikar (Spanish)  
Anja Podreka (Visual Arts)  
Denis Divjak (Physical Education)  
Andreja Mandeljc (Music)  
Andrew Paul Tomlin (English Language Assistant)  
Saša Krapež (ICT)

**Transdisciplinary theme:** Sharing the planet

**Central Idea:**

There are many ways to conserve animals.

**Lines of Inquiry and Concepts:**

- Endangered animals and reasons for them (causation)
- Importance of animals for the balance of nature (connection)
- Conservation of animals (responsibility)

**ATL Skills:**

Thinking skills: Critical-thinking skills (analysing and evaluating issues and ideas), creative-thinking skills (generating novel ideas and considering new perspectives), transfer skills (using skills and knowledge in multiple contexts), reflection/metacognitive skills ((re)considering the process of learning)

Social skills: Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers), developing social-emotional intelligence.

Communication skills: exchanging-information skills (interpreting, speaking), literacy skills (writing) ICT skills (using technology to gather, investigate and communicate information).

Self-management skills: organization skills (managing time and tasks effectively), states of mind (emotional management, self-motivation)

Research skills: Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and

interpreting, evaluating and communicating)

**Learner profile attributes:** knowledgeable, communicators, inquirer

## 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 the 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
- Categorize literature (essay)
- Show appreciation of different writing styles
- recognise figurative language (similes, idioms, metaphors)
- Locate, access, organize and synthesize information from a variety of the purpose of sources
- Generate new questions after reading and connect these to prior knowledge and experiences

#### Writing:

- Understand that different types of writing have different styles and structures, and are used for different purposes (essay)
- Be 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 appropriate punctuation and grammar
- 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-essay that have recognisable and appropriate structure
- Show individuality and creativity in writing style
- Further develop their own voice and style
- Critically respond to the writing of others
- 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 (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, to gain knowledge)
- 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 inform)

- 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:

- Analyse the different meanings that can be conveyed in different versions of the same story (documentary film/film)
- 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 organizers, codes)
- Respond to viewing experiences orally and in writing using specific vocabulary and terminology
- Recognize 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 (mathematics)

#### NUMBER

- use whole numbers and decimals in real-life situations
- select an efficient method for solving a problem: mental estimation, mental computation, by using a calculator
- model division of whole numbers and decimals
- use strategies to evaluate the reasonableness of answers
- use mental and written strategies for adding, subtracting, multiplying and dividing 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 common language used to describe shapes
- understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.
- analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary
- describe lines and angles using geometric vocabulary
- create and model a 3D net of shapes
- explore the use of geometric ideas and relationships to solve problems in other areas of mathematics.
- use geometric vocabulary when describing shape and space in mathematical situations

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

#### ORAL LANGUAGE

Speaking:

- Learning basic **animal species** and some other basic vocabulary in German language connected to the unit of inquiry

#### WRITTEN LANGUAGE

Reading:

- Introducing dictionary skills: searching for nouns, recognizing their gender

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

## ORAL LANGUAGE

### Speaking:

- Use the verb BE and HAVE in the singular and plural
- Use the word order in questions, positive and negative sentences
- Participate actively in groups/pairs and discussions
- Recognise verbs (one of the main part of speech)

### 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

## VISUAL LANGUAGE

### Viewing and presenting:

- Recognise that visuals are constructed for particular reason

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

## ORAL LANGUAGE

### Speaking:

- Use numbers from 0 to 100
- Learn and use colours, continents and some countries
- Understand and use vocabulary connected to some animals, body parts and physical appearance
- Be able to ask simple questions and respond appropriately

## LISTENING

- Listen for instructions
- Understand and evaluate what you hear and respond appropriately
- Listen attentively

## Written language

## WRITING

- Use note-taking skills to have a neat and organized notebook
- Appropriately use content-specific vocabulary
- Use appropriate orthography, punctuation and grammar

## 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

- Read aloud for pronunciation practice

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 Visual Arts**

#### RESPONDING

- Set up an exhibition considering the effective positioning of students' art works
- Explain the cultural and historical perspectives of an artwork
- Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- Express feelings and ideas through art

#### CREATING

- Use a sketchbook as an everyday tool to reflect, to discover and to develop personal interests, and as a source of on-going information
- Develop the sense and awareness of balance (symmetrical, asymmetrical) and composition in art works
- Continue to develop sensibility for mixing colours in colour and shade tones
- Develop fine motor skills
- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design
- Recognise and apply even and uneven rhythm in art works

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

- Use a range of search methods and justify the best one for given task
- Cite sources in a consistent manner, create detailed bibliographies
- Assess the relevance of information source to a particular inquiry
- use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation
- locate, retrieve or generate information using search facilities and organise information in meaningful ways
- assess the suitability of data or information using a range of appropriate given criteria

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

#### PERFORMING

- sing in groups, blending vocal timbres, matching dynamic levels and responding to the signs of a conductor.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- analyse the uses of elements of music in aural examples representing diverse genres and cultures.

- explain their personal preferences for specific musical works and styles
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

#### CREATING

- improvise songs and instrumental pieces, using a variety of sound sources, including traditional sounds, non-traditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- present, in small groups, innovative musical performances on a selected issue.

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

- Respect the correct sitting position and other health aspects during computer work.

#### Taught as subject-specific (inquiry into MU)

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

#### Taught as subject-specific (PSE)

#### 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 (PE)

- Practice specific techniques for running, throwing and jumping events;
- Be able to collect data and analyse it (simple chart);
- With help, evaluate their athletics performance and understand how they can improve their performance;
- Learn to perform the triple jump;
- With guidance, be able to organize an athletic competition