



**Danila Kumar International School  
Primary Years Programme (PYP)**

**LONG RANGE PLANS**

**School year 2021/2022**

**K2**

Teachers: **Leopoldina Poli H. Eve, Sonja Može**

Transdisciplinary theme: **How the world works**

Central Idea: **Various sources of light reveal things in different ways.**

Lines of Inquiry:

- **Different ways that light behaves - FUNCTION**
- **Discovering and making shadows using different light sources - CAUSATION**
- **Reflective surfaces and how things can look different - CHANGE**

ATL skills:

- **Self-management skills:** Organization, States of mind (Perseverance, Resilience)
- **Research skills:** Information literacy, Formulating and planning
- **Thinking skills:** Critical thinking, Creative thinking, Reflection and metacognition
- **Communication skills:** Exchanging information, Symbolic exploration and expression
- **Social skills:** Interpersonal relationships, Social and emotional intelligence

**LEARNER PROFILE: Inquirers, Communicators**

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

### **WRITTEN LANGUAGE**

#### **READING**

- participate in guided reading and read-aloud situations
- read simple, familiar words
- begin to match spoken words to simple familiar written words

#### **WRITING**

- read and reread their own written texts for themselves and others
- use simple sentence structures
- show knowledge of names or sounds of the letters of the alphabet

### **ORAL LANGUAGE**

#### **LISTENING**

- identify differences in letter sounds,
- distinguish the beginning and ending of words,

#### **SPEAKING**

- use language to connect new experiences to what they already know,
- ask questions and start to give appropriate answers,

### **VISUAL LANGUAGE**

#### **VIEWING AND PRESENTING**

- applying skills to search for, record and present information from variety of texts,
- to use a range of communication media to present information,
- interpret information provided in advertisements,

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

### **NUMBER**

- use the language of mathematics to compare quantities, for example, more, less, first, second.
- use simple fraction names in real-life situations.

### **DATA HANDLING**

- discuss chance in daily events (impossible, maybe, certain).

### **MEASUREMENT**

- understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder
- describe observations about events and objects in real-life situations

### **PATTERN AND FUNCTION**

- extend and create patterns.

### **SPACE AND SHAPE**

- describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.

- explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down).

### **Taught within the Unit of Inquiry – learning through visual arts**

#### **RESPONDING**

- observe the relationships within an artwork and construct meaning;
- create artwork in response to a variety of stimuli;

#### **CREATING**

- combine different formal elements to create a specific effect;
- use imagination and experiences to inform their art making,
- participate in individual and collaborative creative experiences,

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

#### **RESPONDING**

- describe the ideas and feelings communicated through body movements
- identify and explain why certain body postures and movements communicate certain ideas and feelings

#### **CREATING**

- develop physical awareness in using isolated body movements and gross motor skills
- develop the ability to cooperate and communicate with others in creating dance

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

#### **RESPONDING**

- use materials to symbolically show location and character
- respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.

#### **CREATING**

- explore familiar roles, themes and stories dramatically
- create roles in response to props, set and costumes
- work individually or in groups with confidence

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

#### **RESPONDING**

- listen to music and create their own work in response
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

#### **CREATING**

- recreate sounds from familiar experiences
- participate in performing and creating music both individually and collectively

### **Taught within the Unit of Inquiry – learning through personal, social and physical education**

**IDENTITY**

- begin to recognise others perspectives that may be different from their own; identify and explore strategies that help them to cope with change;
- are aware of attributes of Learner Profile
- reflect on their experiences in order to build a deeper understanding of self

**ACTIVE LIVING**

- engage in a variety of different physical activities;

**INTERACTIONS**

- celebrate the accomplishments of others;
- reach out for help when it is needed for themselves or others;
- identify when their actions have impacted on others;
- begin to use mediation to solve arguments and find solutions for their problem.