



**LONG RANGE PLANS**  
School year 2021/2022  
Grade 1

**Teachers:**

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Maja Kastelic (Teacher Assistant)  
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**Transdisciplinary theme:** Sharing the planet

**Central idea:** Sharing Earth with plants brings responsibilities to people.

**Related concepts:** Responsibility/behaviour, rights/values, consequences

**Lines of inquiry**

- Life cycle of a plant - change
- Caring for plants - responsibility
- Contribution of plants to life on Earth - connection

**ATL skills:**

**Thinking skills:** acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition

**Social skills:** accepting responsibility, group decision-making, adopting a variety of group roles, **Communication skills:** reading, writing, presenting

**Self-management skills:** safety, codes of behaviour, informed choices

**Research skills:** formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

**LEARNER PROFILE:**

- knowledgeable,
- caring,
- inquirer

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

### **WRITTEN LANGUAGE**

#### Reading:

- enjoy reading and being read to
- read to some extent, for a variety of purposes and respond to what IS READ
- participate in paired, group or class reading activities
- use reading for pleasure, instruction and information
- read various graphic organizers (Venn, tables, bar graph)
- use a variety of reading strategies to make meaning of text (picture clues, phonics, self correction, context...)
- recognize and use the different parts of a book (title page, table of content)
- know the difference between fiction and non-fiction
- begin to use reference books, dictionaries
- begin to read simple text aloud with expression
- understand sound-symbol relationships and recognize and name all letters and sounds
- know the alphabet and be able to use simple alphabetical order

#### Writing:

- show confidence and positive attitude toward writing
- show some knowledge of, and willingness to use an appropriate writing process
- respond orally to the work of others
- present writing appropriately with correct spacing and directionality
- exhibit skills in which precision in delicate muscle systems is required
- use content-specific vocabulary which may be connected to the unit of inquiry

### **ORAL LANGUAGE**

#### Listening:

- listen attentively and considerately and respond in small and large groups
- be able to anticipate and predict when listening to texts read aloud

#### Speaking:

- use talk to establish relationship with others and for a variety of personal purposes
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contribution from others
- give instructions, directions and messages and respond to the instruction of others
- ask questions and respond appropriately
- respond orally to the work of others

### **VISUAL LANGUAGE**

#### Viewing and presenting

- Begin to understand that communication involves visual as well as verbal features
- Use a range of communication media (video, photography, computers, texts) to locate, present and record information
- Make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them
- Use a variety of visual and technological media, the students will search for, record and present information
- Begin to use appropriate technology such as a computer, printer

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

### **DATA HANDLING**

- collect and represent data in different types of graphs, for example, tally marks, bar graphs
- represent the relationship between objects in sets using tree, Venn and begin to use Carroll diagrams
- begin to collect, display and interpret data for the purpose of answering questions

- use tree and Venn diagrams to explore relationships between data
- identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain).

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

#### RESPONDING

- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat.
- Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices.
- Devise criteria for evaluating performances and compositions.

#### CREATING

- Use voice and body to create musical patterns.
- Participate in performing and creating music.

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

#### RESPONDING:

- enjoy experiencing artworks

#### CREATING

- engage with, and enjoy a variety of visual arts experiences
- use their imagination and experiences to inform their art making
- Introduce sketchbook and use it for responding to art and sketches

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

#### WRITTEN LANGUAGE

##### Reading:

- read some and retell simple familiar books, independently with confidence
- read silently with a degree of independence
- maintain a “reading reflections” log
- recognize that a story has a beginning, middle, end
- predict what may happen next in a story
- identify with a character or a situation
- recall the plot and characters of a story
- understand and respond to the ideas and feelings expressed in various reading materials
- recognize and talk about a range of different text types
- understand the role of an author and illustrator
- recognize and use the different parts of a book (title page, table of content)
- know the difference between fiction and non-fiction
- begin to read simple text aloud with expression
- understand sound-symbol relationships and recognize and name all letters and sounds
- know the alphabet and be able to use simple alphabetical order

##### Writing:

- begin to write simple, sequenced stories with beginning, middle, and end
- use some simple literary forms and structures
- correctly spell some high frequency words
- use phonetic spelling
- begin to use some common spelling patterns

- write legible upper and lower case letters

## **ORAL LANGUAGE**

### Listening:

- begin to appreciate and relate to different voice tones
- listen to and talk about stories, poems, rhymes, questions, explanations, instructions
- hear the beginning, middle and end of the words
- be able to anticipate and predict when listening to texts read aloud
- hear and use rhyming words
- pick out main events and relevant points

### Speaking:

- participate in imaginative play, storytelling, role play and dramatization of stories and poems
- retell, relate, and sequence events and stories
- begin to respond to text by identifying the main idea, questioning, and drawing conclusions

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

### **SHAPE AND SPACE**

- begin to understand that 2D shapes can be created by putting together and/or taking apart other shapes
- understand that geometric shapes are useful for representing real-world situations
- sort, describe and label 2D shapes
- begin to create and describe symmetrical and tessellating patterns
- identify lines of reflective symmetry
- begin to understand that examples of symmetry and transformations can be found in their immediate environment
- recognize and explain simple symmetrical designs in the environment
- apply knowledge of symmetry to problem-solving situations

### **MEASUREMENT**

- 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
- begin to use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature

### **NUMBER**

- model numbers to hundred using the base 10 place value system
- begin to model simple fraction relationships ( $\frac{1}{2}$ , whole)
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- begin to estimate sums and differences up to 20
- begin to describe mental and written strategies for adding and subtracting two-digit numbers without regrouping
- use whole numbers up to hundred in real-life situations
- use cardinal and ordinal numbers in real-life situations
- begin to use fractions in real-life situations
- begin to use strategies to evaluate the reasonableness of answers

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

### RESPONDING:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady beat.

- use symbols to record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow).
- devise criteria for evaluating performances and compositions.
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

**CREATING:**

- create and accompany music using a variety of sounds and instruments.
- use voice and body to create musical patterns.
- use vocal sounds, rhythms and instruments to express feelings or ideas.

**Taught as a subject-specific (inquiry into VISUAL ARTS)**

**RESPONDING**

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork (cultural and other contexts)
- observe the relationships within an artwork and construct meanings (individuals and cultural groups)
- communicate their initial responses to an artwork in visual, oral or physical modes
- make personal connections to artworks – begin to understand individual responses, thoughts and ideas
- create artwork in response to a variety of stimuli.

**CREATING:**

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes and develop an understanding that choice of different tools and materials results in different outcomes
- realize that their artwork has meaning
- use their imagination and experiences to inform their art making
- take responsibility for the care of tools and materials

**Taught as subject specific (Inquiry into PE)**

**INTERACTIONS**

**GAMES**

- Travel in different ways, changing speed and direction while maintaining body control;
- get to know one game from their country;
- learn basic rules to play games with balls;
- improve control of a ball when throwing and catching;

**Taught as a subject-specific (inquiry into SLOVENIAN)**

**ORAL LANGUAGE**

**Listening:**

- listen attentively and respond in small and large groups
- hear the beginning, middle and end of the words
- hear rhyming words

**Speaking:**

- begin to use talk to establish relationships with others
- begin to give instructions and respond to the instruction of others
- begin to ask questions and respond appropriately

**Taught as subject specific (Inquiry into PSE)**

IDENTITY

- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering
- Identify attributes of learner profile
- develop strategies to enable successful learning, and encourages making independent choices

INTERACTIONS

- begin to use mediation to solve problems

ACTIVE LIVING:

- 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