

LONG RANGE PLAN
THE AFTERNOON PROGRAMME
LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR
PYP PROGRAMME



Leon Štukelj Primary School Maribor

School year: 2025/26

1. PROGRAMME OVERVIEW

Number of pupils/class: 7 (3 from 1.M, 2 from 2.M and 2 from 4.M)

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2. DAILY SCHEDULE

MONDAY – FRIDAY

Hour	AP Activity	SHORT DISCRIPTION
12.40-13.25	LUNCH TIME	preparation, lunch, resting
13.30 – 14.20	INDIVIDUAL LEARNING	homework, learning with breaks, solo time (individual activities)
14.20 – 15.10	RELAXATION ACTIVITY	rest, relaxation, entertainment, sports
15.10–16.00	RELAXATION ACTIVITY /CREATIVE ACTIVITY	rest, relaxation, entertainment, sports/ goal oriented activities/
16.00-16.50	CREATIVE ACTIVITY	goal oriented activities

The timetable is adapted to the pupils' interests, the projects carried out in the AP and other commitments.

3. AFTERNOON PROGRAMME

The afternoon programme is a form of education organised by our school as part of an afternoon programme for pupils in grades 1 to 5. The afternoon programme is a voluntary activity, which pupils join voluntarily with parental registration within the framework of the rules set by the school. Pupils are given the opportunity to study, complete homework and other assignments, and participate in cultural, sporting, artistic and other activities.

The afternoon programme is professionally managed and includes:

- a) lunch time,
- b) relaxation activities,

- c) creative activities,
- d) independent learning.

The objectives of the afternoon programme are intertwined with and build on the educational objectives of the classroom. The content of the afternoon programme is based on the educational objectives of the classroom, taking into account the interests, needs and wishes of the pupils and their parents. The developmental level of the pupils and their psychophysical capacity are also taken into account in the planning of the work.

3.1 GENERAL OBJECTIVES OF AFTERNOON PROGRAMME

The pupils have:

- provided with a stimulating, healthy and safe psycho-physical and physical environment for development and education;
- enabled to carry out his/her school duties regularly, independently and successfully, and provided with appropriate professional support when needed;
- enabled to plan and select activities together and thus to shape the course of each activity;
- enabled to understand the importance of knowledge for growing up and personal development;
- to understand the importance of quality peer group relationships for well-being and shared achievement;
- organised space and time that allows them to break away from group routines or to express their individuality in different activities.

2. COMPONENTS AND OPERATIONAL OBJECTIVES OF THE AFTERNOON PROGRAMME

Lunch

It is an activity in which lunch preparation is carried out, focusing on the culture of eating, the pupils' lunch is organised by the school and the space is tidied up after lunch.

Operative objectives:

Pupils:

- learn to behave appropriately at mealtimes, use cutlery correctly and enjoy eating;

- learn the importance of hygiene habits (washing hands before meals, keeping clean);
- get used to setting the table independently (place setting/celebration table, paper napkin, cutlery);
- learn how to prepare simple dishes and drinks;
- understand the importance of meals and the rhythm of eating;
- learn about the nutritional value of individual dishes;
- learn about the different types of food and their importance (fruit, vegetables, dairy products, etc.);
- become accustomed to the different tastes of food;
- develop a positive attitude towards food (even food they do not like to eat);
- learn about, develop and reinforce good eating habits and the importance of healthy food and a balanced diet for human development;
- analyse school meals.

1. Relaxation activities

Relaxation is a fundamental element of a healthy life and should be given the same importance as other activities. It is a time for pupils to recharge their batteries, meet their basic needs (exercise, play, rest, relax, have fun, socialise with peers) and not be directly guided. Relaxation activities will take place outside the school building to the greatest extent possible, and in the classroom and gym in case of bad weather.

The teacher provides the conditions for relaxation, encouraging, advising, negotiating and cooperating with the pupils. The teacher has a constant overview of the pupils. Present as many examples of relaxation and rest as possible, making it easier for pupils to choose the ones that suit them.

The relaxation activity provides the pupils with conditions to play in the play areas, relax and have the opportunity to socialise and interact with their peers and the teacher.

The main methods of achieving the objectives are sports, social, entertainment, social, games of chance, observational games, art, music, watching animation, children's films and popular science programmes, reading, talking, walking, etc.

Operative objectives:

Pupils:

- understand and experience relaxation and rest during work as a necessary element of a healthy lifestyle;
- learn acceptable and effective ways of relaxing and acquire such habits;
- satisfy the need for rest, exercise, social contact and play;
- in a play situation, they learn and consolidate knowledge, various intellectual skills, social skills, accept rules and norms, develop imagination, etc...;
- learn about themselves and others and learn to accept difference;
- develop a sense of humour;
- take care of their own safety and the safety of others when playing indoors and outdoors;
- broaden their experience of nature, culture, art;
- learn appropriate and safe behaviour (traffic) on the way to the chosen place...

2. Individual learning

Independent learning is an activity in which pupils are guided and guided to carry out different learning activities independently. It is a way for pupils to consolidate, extend, deepen, systematise and apply the knowledge they have acquired in or outside the classroom to new situations. Regular, high-quality and independent homework is also ensured.

Independent learning is organised in such a way as to take account of the different forms, methods and techniques of successful learning; to provide conditions for homework; to provide relaxation activities within independent learning; and to offer support and guidance.

Operative objectives:

Pupils:

- make connections, consolidate and deepen learning and learn to prepare for lessons independently;
- learn to apply the knowledge and skills they have acquired, thus developing the motivation to continue learning;

- through experience, learn to understand what type of learner they are (visual, auditory, motor-tactile, combined);
- learn to design their own learning method by abandoning less effective methods and adopting those that are more effective at an individual level, with the help of the teacher;
- learn to learn different subjects in different ways;
- learn to plan their work and prepare the learning space;
- learn to start and finish work in a focused way;
- learn to follow instructions;
- learn to use textbooks;
- learn to use a variety of resources (dictionaries, handbooks, library and internet literature, etc.);
- learn to present their knowledge to others: narrate, prove, argue, visually demonstrate;
- learn how to offer or seek learning support;
- learn to assess and evaluate their own work: interpret results, understand mistakes and correct them;
- learn to work collaboratively to solve shared tasks, thereby developing their ability to work in a team.

3. Creative leisure time

Creative leisure time is an activity that is designed to entertain, relax and rest, and in which pupils have no learning obligations. It allows pupils to choose activities of their own interest (cultural, artistic, sporting). The teacher guides pupils towards activities with a specific goal, taking into account and enabling the development of their interests and abilities in all areas of personal development: cognitive, physical-motor, social, emotional, motivational, aesthetic and moral-ethical. The activity is carried out through content created by the pupils, while the teacher is the animator and not the leader of the activity.

This activity is carried out with the help of various didactic aids such as jigsaws, various books, cubes and concrete materials, stencils, paper, scissors, various masses, geometric tiles, drawing aids, worksheets, board games, etc.

The main methods for achieving the objectives are:

- nature walks with objectives;
- sports and physical education activities;
- literary activities (reading, listening, storytelling, writing, declamation, dramatisation, interpretation, etc.);
- art activities (drawing, making, gluing ...);
- musical activities (singing, listening to music, dancing, moving);
- celebration of customs and traditions;
- social games;
- creative board games;
- puzzles, quizzes, word games, etc.

Operative objectives:

Pupils:

- develop creativity in the cultural, artistic, sporting, etc. fields;
- understand and experience the importance of active time for relaxed well-being and personal development;
- consolidate old and acquire new knowledge and experience in all areas of personal development;
- learn to choose and co-organise activities according to their interests;
- learn to coordinate their opinions with their peers and to accept different roles in a group, learning about themselves and others, and learning to accept and value difference;
- to see the results of their personal and collective work and to show them to others in the form of performances or exhibitions;
- learn to plan their work and prepare their workspace;
- learn to follow instructions;
- learn to use materials economically
- learn to use a variety of resources (lexicons, encyclopaedias, children's and young people's magazines, literature in the book corner or in the library, etc.);
- learn how to present knowledge to others: telling, demonstrating, visually demonstrating;
- work together to solve common tasks, thus developing their ability to work in a group.

4. ACTIVITIES

During the afternoon programme, pupils take part in a variety of extra-curricular activities, according to the timetable. The teacher makes sure that the pupils leave on time for each activity, hands them over to the teacher of the activity and then collects them from him/her. He/she also keeps the timetables of the activities and the lists of the pupils attending each activity.

5. PRIORITIES

- To provide a relaxed atmosphere where feelings of safety, warmth and respect prevail.
- To ensure that pupils communicate with each other and with other adults with whom they come into contact in a tolerant and friendly manner and to establish a positive behavioural pattern.
- Respect the student's individuality, needs and way of thinking.
- Provide as many opportunities as possible to talk and express opinions and feelings.
- To ensure that pupils feel safe and relaxed.
- To work with the class teachers in the integration phases of the AP.
- To create the conditions and organise a stimulating learning environment for children's active learning in the AP.
- Encourage and help pupils to write their homework.
- To instil a sense of responsibility in the writing of assignments.
- To give more attention and help to pupils with learning difficulties.
- To analyse the work done and any deficits and to look for ways to improve.
- To carry out projects in the context of current teaching material.
- To implement the educational concept in conjunction with the library.
- To provide pupils with a pleasant and relaxed atmosphere through movement and dance activities and to calm them down with music.

6. FORMS AND CONTENT OF COOPERATION

6.1.COOPERATION WITH TEACHERS (CLASS TEACHERS)

The quality of the educational process depends on the close cooperation between the teacher of the afternoon programme and the teachers who teach in each class. This collaboration enables the Afternoon programme Teacher to understand the learning and educational problems of the pupils entrusted to him/her.

In order to coordinate our educational work, we will regularly work with the other class teachers who teach the pupils on:

- setting objectives and choosing the content of lessons (homework, drills, etc.);
- the choice of teaching aids, literature, differentiation materials;
- planning the assessment and evaluation of knowledge;
- planning the content and implementation of parent-teacher conferences and other forms of work with parents;
- sharing experiences, opinions and feedback on individual pupils and the classroom...

6.2.COOPERATION WITH OTHER SCHOOL STAFF

I will also participate regularly to increase the quality of the afternoon programme and to ensure the smooth and successful running of:

- with the teachers of the afternoon programme (daily, professional activities, etc.);
- with other teachers who teach in each class;
- with the school management;
- the school counselling service.

6.3.COOPERATION WITH THE PARENTS

Cooperation with parents is very important for the quality of the work in the afternoon programme. This is how we get information about the children and the parents. If we work well with parents, we know the wishes, needs and interests of the children and their parents, which has a positive impact on the quality of the work.

Basic cooperation and individual discussions with parents:

- Parent-teacher conferences (cooperation, individual discussions according to the school calendar);
- Monthly afternoon talk sessions (according to the school calendar);
- Weekly morning talk time
- lectures for parents;
- daily talks with parents coming to pick up their child at the AP;
- telephone conversations in case of emergency.

SEPTEMBER	LEARNER PROFILE: CARING
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - To familiarise children with the dining room and its behaviour. - They will learn the rules of behaviour when eating. - Know the importance of hygiene habits. <u>Content:</u> - Dining room - Behaviour at mealtimes - Hygiene - Etiquette	RELAXATION ACTIVITIES <u>Educational objectives:</u> We understand the importance of balancing di-erent aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. <u>Content:</u> - Outdoor activities (field trips, exploring the surroundings of the school, nature, outdoor games) - Music/Theater activities -Story time

INDEPENDENT LEARNING <u>Educational objectives:</u> - Solve and complete homework independently and with help. - Deepen, consolidate and integrate learning. - Develop motivation for further work. - They acquire new knowledge. <u>Content:</u> - Homework - Deepening the learning material - Additional differentiated tasks - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. <u>Content:</u> - Craft/DIY activities (according to the season) - Theater/Music activities (preparing for the 1st Portfolio night) - Discussions (self-reflection worksheets) - Role-playing - Cultural diversity
OCTOBER LEARNER PROFILE: INQUIRERS	
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - To learn about eating culture, etiquette. - They learn that eating healthy food and washing their hands and teeth regularly helps them to stay healthy. - They respect the prepared meal and eat most of the prepared food. <u>Content:</u> - Cultural eating, etiquette - Hygiene - Healthy eating	RELAXATION ACTIVITIES <u>Educational objectives:</u> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. <u>Content:</u> - Outdoor activities - Music activities - Quizzes - Problem solving tasks

- Attitudes towards food	
INDEPENDENT LEARNING <u>Educational objectives:</u> - Solve and complete homework independently and with help. - Deepen, consolidate and integrate learning. - Acquire new knowledge. - They learn to provide and seek learning support. - They expand and enrich a healthy curiosity. <u>Content:</u> - Homework - Deepening the learning material - Additional differentiated tasks - Safe in traffic - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. <u>Content:</u> - Children's Week - Craft activities (according to the season) - Exploring colours - Board games - Theater/Music activities (preparing for the 1st Portfolio night)

NOVEMBER	LEARNER PROFILE: KNOWLEDGEABLE
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - To know how to use cutlery correctly. - To learn how to use cutlery correctly. - Know the importance of a balanced and healthy diet. <u>Content:</u> - Use of cutlery - Menu - Healthy eating	RELAXATION ACTIVITIES <u>Educational objectives:</u> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. <u>Content:</u> - Social games in the classroom and outdoors - Competitive and relay games - Outdoor games - Listening to music and dancing - Story time - Discussions about different topics
INDEPENDENT LEARNING <u>Educational objectives:</u> - They learn to start and finish work in a focused way. - Learn to follow instructions. - Learn to offer and seek learning support. - They develop and enrich a healthy curiosity. <u>Content:</u> - Homework - Deepening of learning material - Additional differentiated tasks - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. <u>Content:</u> - Characteristics of autumn (CRAFT/art) - Writing stories - Outdoor games - Discussions about different topics - Problem solving activities

DECEMBER	LEARNER PROFILE: RISK-TAKERS
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - Understand the importance of meals and the rhythm of eating. - They will learn about festive table settings. <u>Content:</u> - Meals - Festive table setting	RELAXATION ACTIVITIES <u>Educational objectives:</u> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. <u>Content:</u> - Social games - Listening and singing Christmas carols - Festive story hours - outdoor activities/games
INDEPENDENT LEARNING <u>Educational objectives:</u> - They learn to apply the knowledge they have acquired and thus develop the motivation to continue learning. - They consolidate, deepen and apply the knowledge acquired in lessons to new situations. - They acquire learning habits and a positive attitude towards learning. <u>Content:</u> - Homework - Deepening of learning material - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. <u>Content:</u> - Festive decoration - Christmas cards - Winter decoration - Christmas stories - Theater/Music activities

	(preparation for the Christmas concert and market)
JANUARY	LEARNER PROFILE: THINKERS
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - Maintain hygiene habits (washing hands before meals, brushing teeth after meals). - They learn about the importance of taking vitamins in winter. <u>Content:</u> - Hygiene and eating culture - Fruits and vegetables in the winter season	RELAXATION ACTIVITIES <u>Educational objectives:</u> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. <u>Content:</u> - Social games - Games in the snow - Music activities - Rally and dance games - Puzzle solving activities

INDEPENDENT LEARNING <u>Educational objectives:</u> - Independently solve and complete homework. - Deepen, consolidate and integrate learning. - Acquire new knowledge. <u>Content:</u> - Homework - Deepening learning - Additional differentiated tasks - Developing literacy skills - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. <u>Content:</u> - Board games - Let's make a snowman - All about winter crafts - painting
FEBRUARY LEARNER PROFILE: COMMUNICATORS	
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - To learn to use cutlery independently. - Learn to use cutlery appropriately and not to talk while eating. - Prepare a place setting. <u>Content:</u> - Eating culture - Place settings	RELAXATION ACTIVITIES <u>Educational objectives:</u> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. <u>Content:</u> - Social games in the classroom - outdoor activities - Music activities

INDEPENDENT LEARNING <u>Educational objectives:</u> - Independently solve and complete homework. - Deepen, consolidate and integrate learning. - They learn to start and complete work in a focused way. <u>Content:</u> - Homework - Deepen learning - Reading, writing - Mathematics assignments	CREATIVE LEISURE <u>Educational objectives:</u> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. <u>Content:</u> - interviews - poster - board game Activity - polite communication - effective and respectful communication techniques
MARCH LEARNER PROFILE: PRICIPLED	
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - Children learn to behave appropriately when eating, to use cutlery correctly and to enjoy eating. - They learn the importance of sufficient fluid intake - especially water. <u>Content:</u> - Use of cutlery at lunch - Drinking water	RELAXATION ACTIVITIES <u>Educational objectives:</u> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. <u>Content:</u> - Social games in the classroom and on the playground - Relay games - Movement to music

INDEPENDENT LEARNING <u>Educational objectives:</u> - Complete homework, deepen learning. - They get used to working independently. - They discover, learn about and compare changes in nature. - They develop pre-descriptive skills. <u>Content:</u> - Homework - Deepening of learning material - Auditory discrimination and parsing - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. <u>Content:</u> - Changes in nature - How different are we? - Different nationalities, races, customs around the world - outdoor activities - What do I believe and stand for? (creative writing)
APRIL	LEARNER PROFILE: OPEN-MINDED

LUNCH TIME/NUTRITION <u>Educational objectives:</u> - They take care of their oral hygiene. - They learn that food is not abundant everywhere and that being picky about food is not appropriate. <u>Content:</u> - Tooth brushing - Cultural food consumption	RELAXATION ACTIVITIES <u>Educational objectives:</u> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. <u>Content:</u> - Social games in the classroom and in the playground - Craft activities - Pantomime
INDEPENDENT LEARNING <u>Educational objectives:</u> - Solve tasks independently, seeking help when needed. - They learn to prepare the learning space. - Learn to follow instructions. - Deepen, consolidate and integrate learning. <u>Content:</u> - Homework - Deepening the learning material - Additional differentiated tasks - Puppet show, radio play, fairy tale - Reading, writing, mathematical tasks	CREATIVE LEISURE <u>Educational objectives:</u> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. <u>Content:</u> - Different traditions and customs around the world - Perspectives in art (drawing) - What do I have in common with people around the world? (creative writing)

MAY	LEARNER PROFILE: Balanced
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - To learn about different eating habits and the importance of a healthy and balanced diet for human development. - To reinforce hygiene habits. <u>Content:</u> - The importance of the five daily meals and a healthy diet. - Hygiene	RELAXATION ACTIVITIES <u>Educational objectives:</u> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. <u>Content:</u> - Relaxation games - Craft activities
INDEPENDENT LEARNING <u>Educational objectives:</u> - Solve tasks independently, seeking help when needed. - Deepen, consolidate and integrate learning. - They learn to start and complete work in a focused way. <u>Content:</u> - Homework - Deepen learning - Additional differentiated tasks - Reading, writing, mathematics tasks	CREATIVE LEISURE <u>Educational objectives:</u> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. <u>Content:</u> - DIY/ crafts connecting Summer - Creating summer motifs - Imitating movement - Summer decoration - How could I help my community? (creative writing activities)

JUNE	LEARNER PROFILE: REFLECTIVE
LUNCH TIME/NUTRITION <u>Educational objectives:</u> - To learn to prepare lunch properly and to clean up after themselves after lunch. - They learn to reinforce hygiene habits. <u>Content:</u> - Preparing for lunch - Cleaning up after meals - Hygiene habits	RELAXATION ACTIVITIES <u>Educational objectives:</u> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. <u>Content:</u> - Social and didactic games in the classroom and in the playground - Elementary games - Craft activities - Games according to children's wishes - School year reflection and self-reflection activities
INDEPENDENT LEARNING <u>Educational objectives:</u> - Solve tasks independently, seeking help when needed. - Repeat, reinforce and make connections. - They test their knowledge in a quiz. <u>Content:</u> - Homework - Repetition, consolidation - Reading, writing, mathematical tasks - Final quiz	CREATIVE LEISURE <u>Educational objectives:</u> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. <u>Content:</u> - Where to go on holiday? - Going on a holiday safely - Slovenia, my homeland - Let's sing and dance to summer - creative writing activities