



This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

## Y1 Unit Overview

# How We Express Ourselves

Students will be exploring the Theme: How We Express Ourselves as they inquire into the Central Idea: **'Ideas and experiences can be shared through stories.'** During this inquiry students will be investigating the **form** of stories and finding out about the different ways stories can be shared. They will explore the concept of **causation** as we identify the different reasons why stories are shared. They will explore and have experiences with different ways stories can be told and expressed and they will explore the concept of **perspective** as they look at how we can respond to stories in different ways and what techniques different story tellers use to evoke responses from an audience. We will concentrate on developing our **communication skills** as we **listen** and respond to stories, use our **non-verbal communication skills** to create stories and continue to develop our ability to **read** and **write** stories that gain in complexity and detail. We will also develop our **metacognitive** skills when we learn how to plan our stories and reflect on them in order to make improvements.

**You may wish to support your child at home in the following ways:**

### Developing vocabulary:



Key vocabulary used in this unit will be: creative, expression, play, imaginative, arts, communication, music, dance, drama, role-play, story, retell, artist, form, causation, perspective, visual art, puppet, theatre, respond, create, beginning, middle, end, non-verbal, emotions

### Conceptual questions:



*This unit will be addressed through the lens of **form**, **causation** and **perspective**. Through the concept of form we will be exploring the different ways stories can be told and how the same story can be told through different art forms. Through the concept of causation students will be finding out the various reasons for telling stories. We will explore the question: Why do you think this piece of art/this performance/this story has been created? Finally, through the concept of perspective students will learn about techniques that people use to evoke emotions from an audience. They will get an opportunity to try these techniques and get feedback from their peers.*

### Fun things to do:



*Create stories using different medium: art, writing, song or dance. Go to the theatre and watch a story being re-told on stage. Share your favorite childhood story and talk about what makes it so special. Read with your child a range of stories such as morals, cultural stories, stories in your mother tongue, funny stories, sad stories or stories that share history; each time talking about the different reasons people have for creating and sharing stories. Video tape your child retelling a story. Download story apps such as bookcreator, toontastic or superstore and have your child create a story online.*

### Look for action:



**ACTION** is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the Unit of Inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! **Any action that you tell us about will be kept as part of your child's records.**



*"Success for Every Child"*



*Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:*

### **ENGLISH:**

Through listening and speaking engagements, children will continue to work towards using gestures, actions, body language and/or words to communicate needs and to express ideas. Children will also work to reveal their own feelings in response to visual presentations and to make personal connections to visual texts. In reading, students will express opinions about the meaning of a story. Where writing is concerned, children will listen and respond to shared books, observing conventions of print as well as to participate in shared writing, observing the teacher's writing and making suggestions. Based on writing done through the Unit of Inquiry, we will be exploring the genre of 'narrative'.

### **MATHS**

We will be spending much of the time revisiting the number strand expanding on students understanding of the place value system, partitioning and renaming numbers, skip counting and continuing to develop strategies for solving addition and subtractions problems. We will explore probability during this Unit of Inquiry in order to identify familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'. Some of this will be done through our stories such as exploring the likelihood of events happening in familiar stories. Students will also be doing work around time, calendars and being able to connect days of the week with familiar actions or events.

### **ARTS**

When involved in the 'creative' process, learner will have the opportunity to communicate and express feelings through body movements, explore familiar roles, themes and stories dramatically, explore sound as a means of expressing imaginative ideas, and realize that their artwork has meaning.

When involved in 'responding' within the arts, students will work to describe the ideas and feelings communicated through body movements, respond to live performances, stories and play from other times and/or places, describe how music makes them feel and make personal connections to artworks.

### **CHINESE**

The unit How We Express Ourselves will also be discussed during student's Chinese lessons. There will be a particular focus on the concept of form as students will explore story telling in Chinese looking at how print in text and illustrations work together to paint a picture in the readers mind.

**Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.**

