



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

# Where We Are In Place and Time

In our third Unit of Inquiry, the Y1 students will be inquiring into the notion of place and time through the central idea **'Homes can be different around the world'**. We will investigate this through the concepts of Form (*What is it like?*), Causation (*Why is it like this?*) and Connection (*How is it like other things?*). Throughout the unit we will be developing our **research skills** when interpreting data and making plans before carrying out a given task. We will develop our **thinking skills** by applying what we have learned and evaluating our work against a co-constructed set of criteria. Throughout the unit we will develop ourselves by becoming better **thinkers** and being more **open-minded**. As the unit develops we will reflect on the importance of **curiosity** and **appreciation** as approaches to our learning.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

house, home, communication, research, open-minded, rain forest, desert, polar region, location, build, map, forwards, backwards, left, right, window, door, roof, inside, outside, above, below, next to, behind, in front of, up, down, wood, concrete brick, metal, glass, tiles, ceiling, wall, circle, square, rectangle, triangle

**Please consider using your Mother Tongue to develop your child's understanding of these words.**

### Conceptual questions:



*This unit will be addressed through the lens of **form**, **causation** and **connection**. Over the next few weeks try to ask your child lots of questions to help them practice describing things they can see, smell, hear, taste or feel to develop their vocabulary and ability to express themselves. Ask lots of 'Why?' questions and try prompt your child to see connections between two or more pieces of information. Asking these sorts of questions in any context will support the work that we are doing in school.*

### Fun things to do together:



Be investigators together and find out interesting things about your own home and buildings around you. Describe or draw the home you grew up in. Make homes out of lego or bricks or junk materials. Read lots of story books together and talk about the homes you see in them. Compare them to your own home. Design a home together. Focus on one aspect of a home (for example a door, window or letter box) and see how many different kinds you can spot over the course of the unit. Take photographs of homes in different places.

### 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.**



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*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:**

In English the children will be inquiring into non-fiction texts and will be exploring their structures and features. The students will be exploring how non-fiction texts are organized through key words, captions, glossary and index pages in order to monitor their understanding of factual information, linked with the central idea 'Homes can be different around the world.' Throughout their inquiries, the students will be looking into linking these texts with question and answer book formats of writing and explore various punctuation such as full stops, question marks and commas to demonstrate how this information can be presented through non-fiction posters and writing booklets.

### **MATHS**

In mathematics, the students will be identifying, sorting, classifying and describing the properties of 2D and 3D shapes. In order to connect their learning and build upon their inquiries into homes, the students will also be developing their mapping skills by looking at key vocabulary of locations and direction when describing homes around the world.

### **SCIENCE and SOCIAL STUDIES**

As students explore the strand 'Human and Natural Environments' they will work towards the following outcomes:

- Express his or her understanding of what a home is
- Research and compare homes in different places
- Identify factors that influence where people live and what their homes are like
- Present the type of home that reflects the environment it is in
- Know the basic components of forms of shelter

### **CHINESE**

Year 1 children will learn about the basic strokes of characters, Chinese pictograph and the 4 tones in Pinyin system. Children will also learn to sing some songs and rhymes and celebrate the upcoming holidays. We will cover the topic of my family which links to the current Year 1 unit on homes.

**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.**



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