



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.

Y2 Unit Overview

How the World Works

In our fifth Unit of Inquiry, the Y2 students will be exploring the natural world and its laws by inquiring into how **'Forces affect things around us.'** We will investigate everyday forces such as pushes and pulls, gravity, magnetism and friction. This will be done through the concepts of Connection (*How is it like other things?*) Causation (*Why is it like this?*) and Reflection (*How do we know?*). Using the scientific inquiry cycle the students will generate their own questions to investigate changing one variable at a time. Throughout the unit we will be developing our **thinking skills** – by 'thinking about thinking' (metacognition) – noticing how our thinking has changed and what do we think will happen? When planning our investigations we will continue to work on our **research skills** and nurture our **curiosity** by being **inquirers**. As the unit develops we will reflect on the importance of being **reflective** making sure we record our findings and any changes that we made.

Developing vocabulary:

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



Key vocabulary used in this unit will be:

Gravity, magnetic, push, pull, friction, velocity, shape, mass, motion, force, position, direction, pattern, function, mass, volume, capacity

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



This unit will be addressed through the lens of **connection, causation** and **reflection**. Over the next few weeks try to ask your child questions to develop the concept of connection (how is it connected to other things?) How can you make an object move? How can we control a force to get an object to do what we want it to do? To develop the concept of causation (why is it like it is?) look at toys with moving parts. What force is acting upon them to make them move? What does the saying 'what goes up, must come down' mean? How is it linked to forces? To develop the concept of reflection try doing your own experiments at home using the scientific inquiry cycle – how our reflections help us know what happened and how improve our 'experiment'?

Fun things to do at home:



Be a forces detective - have a walk around your neighbourhood and identify different examples of forces acting upon objects to make them move – eg child's foot pushing against the ground to make their scooter move. Make your own plaidoh and see how many different ways you can change the shape. Investigate the different ways you can make a toy car move without pushing it with your finger. Take a trip to the science museum and explore the 'Motion' section.



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:

In reading the students will be developing the reading comprehension strategy of 'predicting' by looking for key words in the text and using their prior knowledge. The strategy of 'inferring' will also be explored – what is the writer wanting us to know but is not directly telling us. In writing we will be continuing to write procedures and explanations linked to our science investigations and we will also look at writing to entertain through poetry and narratives - looking specifically at word choice. In speaking and listening the students will be encouraged to articulate their thinking and how it has changed – 'I used to think..... now I think.....'

MATHS

Through the science experiments in our unit of inquiry the students will be estimating, comparing and measuring mass using non-standard units. Capacity and volume will also be explored. In pattern and function the students will have opportunities to investigate, describe and represent patterns using numbers and other symbols. In data handling we will identify activities and familiar events that involve chance and describe them using appropriate vocabulary e.g. LIKELY and UNLIKELY.

SCIENCE

As students explore the strand 'Forces' they will work towards the following outcomes:

- Forces can be exerted by one object on another through direct contact or from a distance
- Forces can cause changes in speed or direction of motion
- Forces can cause changes in position and the shape of an object
- How quickly an object's motion is changed depends on the force acting and the object's mass

CHINESE

To link to the current unit, we will focus on concepts of change and causation. We will explore and inquire into the Chinese pictographic system by looking at the formation, change and the evolution of characters over the time and how simplified version of characters came about. The rest of the contents will be mainly standalone Chinese.

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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