



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 WE ORGANIZE OURSELVES

As they settle in to their new classes the Y2 children will develop their understanding of the human made systems within communities and how decisions are made, focusing on the central idea 'systems relate directly to the needs of a community'. The work is centred around students' understanding of how systems are designed to meet certain needs and will build on work started in Year 1. We will approach this work by looking at systems needed within our classrooms, school, home and local community. We will also explore how different systems are designed to meet our needs. Students will be learning about being **thinkers** and **communicators** as they explore needs and justify their opinions about why some systems are 'more important' than others. Over the course of the next six weeks we will help the children understand more about the importance of **speaking**, **group decision making** and **acquiring new knowledge**. As the children develop their **organizational skills** we aim for them to plan and carry out events and to subsequently reflect on their successes or areas to improve. As researchers students will develop their ability to **collect and record data**.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

transport, community, location, needs, system, connection, environment, expensive, cheap, fast, comfortable, convenient, reflective, thinking, cooperate, services, grocery, police department, octopus system

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 **causation**, **connection** and **form**. Over the next few weeks try to ask your child lots of questions to develop their ability to rationalise why things are as they are ('Why do you think this has happened?'), to develop their understanding of what things are like ('What is this like? Can you describe it?') and to explore the relationship between objects, people, places and events ('How are these things connected?'). These questions, asked in any context, will support the work we do in school.

Fun things to do together:



Take photographs of different systems in Hong Kong or find pictures of different systems in different countries to bring into school. Collect tickets, maps and timetables and look at them together. Go for a ride on a new mode of transport. Design a new transport system for the future. Create maps of towns and the systems within them. Look at symbols used on signs and guess what they mean. Make something together with your child, emphasising the cooperative skills that you use to work together most effectively. Discuss which systems are more important and why. Make a list of the different services and systems you use each day.

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:

In reading, students will participate in shared and guided reading, posing and responding to questions and joining in refrains. They will also read and understand the meaning of self-selected and teacher-selected texts at an appropriate level. We will focus on the reading strategy 'making connections' as students make connections between personal experiences and the texts being read. When writing, students will be encouraged to write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like...", "I can...", "I went to...", "I am going to...". Based on the purpose of writing needed for the Unit of Inquiry, students will be exploring 'explanations/instructions'. Through listening and speaking engagements, children will listen and respond in small or large groups for increasing periods of time. They will also memorise and join in with poems, rhymes, and songs. Students will also work to connect visual information with their own experiences to construct their own meaning, for example, when taking a trip, exploring signs, symbols and maps.

MATHS

Students will explore data handling and various graphic organisers including Venn diagrams, pictograms, tally charts and block graphs. They will also explore positional language and begin to design simple survey questions, collect, represent and interpret data. Students will develop their understanding of place value as they work to partition and rename numbers to 100 and beyond. We will count by naming numbers in sequences to and back from 100, moving from any starting point.

SCIENCE and SOCIAL STUDIES

The key skills used in this unit will be:

- Formulating and asking questions about the past, the future, places and society
- Using and analysing evidence from a variety of historical, geographical and societal sources (accessing 1st and 2nd hand resources)
- Orientating in relation to place and time

MUSIC

We are exploring music and movement and instrumental techniques in Year 2. Students will experience different movement songs working in class, group and partners in order to move to music in different ways to create different effects and show what we have learned. Students will experiment with Instruments making simple rhythms and sharing rhythms in different ways. Listening and sharing techniques using instruments will enable students to make decisions and be more creative about how to organise sound and communicate to their audience.

P.E.

Students will practise working cooperatively and demonstrating respect for the skills and abilities of other students. Games that have cooperative and communication elements are included. These lessons will focus on partner activities, relays, large/small group challenges and parachute activities. They will explore a variety of playground games and continue to practice and refine their running and dodging skills while using various types of P.E. equipment.

CHINESE

We will start off the unit by agreeing on the classroom rules and looking at the expectations with an aim to build up a good routine, different grouping and various interactive activities. Throughout the year we will cover the Pinyin system, radicals, character structure, the sound and meaning of words that form the foundation learning of the Chinese language.

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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