



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.

Y6 Unit Overview

Who We Are

In our fifth Unit of Inquiry the Year 6 children will develop their understanding that **'Internal and external factors can influence our wellbeing'**. We want the children to understand that wellbeing is essential for success both in and out of school and that there are both internal and external factors which can influence wellbeing. Along with the new knowledge we gain, we will also be exploring strategies that students can use to manage changes and overcome challenges that may impact upon their wellbeing. Over the course of the next six weeks we will help the children understand more about the importance of being **balanced** along with being **risk takers** as we develop and apply strategies that will enable them to be resilient and independent. We will be developing the attitude of **confidence** and **respect** and hope that the students will be able to demonstrate these when they make decisions and choices that may impact their wellbeing and the wellbeing of those around them. We will continue to develop essential skills specifically working on the social skill of **accepting responsibility** and **respecting others**, self management skills including **healthy lifestyle** and making **informed choices**.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

wellbeing, independence, strategies, resilience, respect, health, choices, balanced, factors, internal, external, puberty, changes, identify, interactions, growth, mental, emotional, physical, transition, preadolescence, adolescence

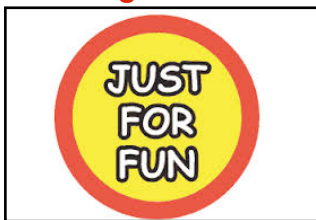
Please consider using your Mother Tongue to develop your child's understanding of these words.

*This unit will be addressed through the lens of **form**, **causation** and **responsibility**. We will be exploring the concept of form as we find out about the different aspects of our well-being, including physical, social and emotional. Try asking your child about their well-being and why having wellbeing is important. We will develop our understanding of causation as we explore internal and external factors that influence our wellbeing. We will explore the questions "How can my decisions impact my well-being and how much control do I have over the internal and external factors?" Through the lens of responsibility as we inquire into the strategies that can be used to manage change, approach new challenges and overcome adversity.*

Conceptual questions:



Fun things to do:



Due to the nature of this unit it may be a sensitive topic for some of our learners and they may have a lot of questions which they would like answered. It will be important during this unit to ask your child about their learning and be open to discussing their emotions and any questions that they might have as a result of their learning. As we will be exploring strategies to help the children become more resilient and independent it would be great if you could spend time talking about your own strategies for handling change with your child. If anything comes up that may be important for the teacher to know please feel free to contact him/her.

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:

Students will be exploring more effective ways to include their own voice and style in their writing during this unit of inquiry. They will learn to recognise and use figurative language to enhance their writing such as similes, metaphors, idioms and alliteration. They will be using a range of vocabulary to convey meaning and create atmosphere and mood in their pieces of writing and will also engage in the writing process as they plan, draft, edit and review their work looking for ways to improve it. We will be concentrating on writing poetry and will also explore script writing during this unit. It is hoped that these two genres will allow students to express their learning in creative ways. We will also be keeping wellbeing journals which will allow students to write regular reflections about their learning. Students will continue to develop a repertoire of reading strategies throughout the unit and will be exploring the strategies needed to read infographics and advertisements.

MATHS

Throughout this unit the students will be engaged in the following Maths outcomes:

- investigate and represent patterns using words, symbols, numbers, tables and graphs
- use algebraic expressions to record the rules for patterns
- continue and create sequences involving whole numbers, fractions and decimals
- identify and describe properties of square and triangular numbers

PSPE

This unit will be explored through the PSPE strands of identify, active living and interactions.

Students will engage in the following outcomes:

- recognize how a person's identity affects how they are perceived by others and influences interactions
- recognize, analyse and apply different strategies to cope with adversity
- identify causal relationships and understand how they impact on the experience of individuals and groups
- identify how their self-knowledge can continue to support the growth and development of their own well-being
- understand the interdependence of factors that can affect health and well-being
- identify and discuss the changes that occur during puberty and their impact on well-being
- independently use different strategies to resolve conflict

CHINESE

This term students will be encouraged to work on their new unit of Who We Are as much in Chinese as possible. In some pathway classes, students will be expected to present their Chinese language work. In non-mother tongue pathway, students will work towards introducing themselves in letter format.

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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