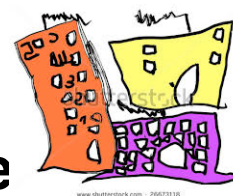
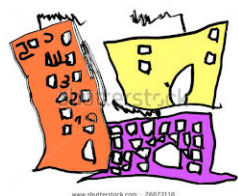




This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.



## Y1 Unit Overview

# Where We Are In Place and Time

In our second Unit of Inquiry, the Y1 students will be inquiring into the notion of place and home 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** by formulating questions, observing carefully and collecting information to answer our own questions. We will develop **communication skills**, working on how we present to one another and developing our **speaking** and **listening** skills. Throughout the unit we will be developing ourselves by becoming better **communicators** and **inquirers**. As the unit develops we will reflect on the importance of **curiosity**, **creativity** and **appreciation** as approaches to our learning.

**You may wish to 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:**

Alongside developing their ability to decode texts with increasing confidence, students will develop their ability to make predictions as to the outcome of a story by looking and listening to a text or by looking at the illustrations. When listening to words we are encouraging the children to hear the beginning, medial and end sounds in order to help them with their spelling. We will be encouraging children to describe personal experiences to others using simple sentences and developing their ability to sequence events.

### **MATHS**

Over the next few weeks we will be developing our ability to add and subtract using a range of different strategies. We will look at addition facts for single digit numbers as well as looking at related subtraction facts. For data handling we will collect, organize and present information we have gathered in different ways. We will have a major focus on Shape and Space, with students working towards the following outcomes:

- Follow and give simple directions, describing paths, regions, positions and boundaries of their immediate environment.
- Develop an understanding and begin to use simple vocabulary to describe position, direction and movement, for example, inside, outside, above, below, next to
- Describe position and direction in a practical context for example, inside, outside, above, below, next to, behind, in front of, up, down

### **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 around the world
- Identify factors that influence 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
- Know the difference between needs and wants

### **CHINESE**

This term the topics of country, nationality and transport will be covered in Chinese. In some classes, we will have discussions on our life today compared to the past focusing on similarities and differences, change and perspective. Related texts used in our near mother tongue pathway classes include "When Grandpa was young".

**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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