



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

Sharing the Planet

In our fourth Unit of Inquiry the Year 1 children will develop their understanding that **'People's use of resources can help or hurt the Earth'**. We want the children to understand that the Earth has limited resources and we can make choices that either help it or hurt it. We will be looking at the 5R's (refusing, reducing, reusing, recycling, replacing) with regards to waste management and learning about being **caring** and **principled** in our actions. Over the course of the next six weeks we will help the children understand more about the importance of **commitment** and **respect** as we explore our actions and begin to appreciate and respect the world around us. We will continue to develop essential skills specifically working on **interpreting** and **presenting** research findings, being able to make **informed choices** and **analysing** and **evaluating** information that we find out about.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

environment, recycling, reusing, reducing, replacing, refusing, renewable, non-renewable, limited, natural resource, finite, choice, conservation, sustainability, materials, use, properties, responsibility

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**, **responsibility** and **reflection**. Over the next few weeks try to ask your child lots of questions to develop the concept of causation (Why is it like it is?). Questions such as why do the choices humans make help or hurt the Earth or how would our lives be different without plastic? To develop the concept of responsibility (What is our responsibility?) try asking questions such as how can we and why should we reduce the amount of waste we make? To develop the concept of reflection (How do we know?) discuss ways that our actions can make a positive difference for the Earth. These questions, asked in any context, will support the work we do in school.*

Fun things to do:



Have a look around the neighbourhood to see if there are any recycling bins. Are they being used? Be an environmental detective with your child. Look around your home at the materials that are mainly being used and think about where those materials came from. Are they coming from renewable or non-renewable sources? Also think about the choices being made in your home that either help or hurt the Earth. Write a family pledge based on what you found out that will help the Earth. Explore Hong Kong's waste management website and find out what local campaigns are happening that you could get involved with.

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 writing for a variety of purposes and will be exposed to a variety of genres including procedural writing, explanations and recount. We will be focusing on using writing with the intention of communicating a message. The children will be asked to write a pledge of action towards the end of the unit expressing ways that they will take action to help sustain the Earth. Students will continue to work on their vocabulary by building up their ability to write high frequency words. In reading we will continue to work on developing strategies to help us comprehend texts. We will look at how print is represented differently in the environment such as logos, advertisements and signs. When viewing and presenting students will be working on inferring meaning from visual texts such as pictures and videos. We will continue our work on speaking and listening through listening and responding to texts read aloud.

MATHS

During our unit of inquiry work we will be sorting and classifying familiar objects and explaining the basis for these classifications. We will continue our work with data handling as we collect, organize, represent and interpret data (including pictograms, tally marks and living graphs using real objects and people). We will use vocabulary such as greater than, less than, equal, more and fewer. Students will continue to work with number through solving addition and subtraction problems and gaining more strategies to do so.

SCIENCE and SOCIAL STUDIES

Through the Social Studies and Science Strands: Resources and the Environment & Materials and Matter students will be inquiring into the following outcomes.

- Identify Earth's natural resources
- Discuss what is meant by a "limited resource" (causation)
- Create a list of practices that could be used to maintain natural resources at home and in school (responsibility)
- Reflect on and self-assess his or her personal use of the Earth's resources (reflection)
- Investigate/Create ways that familiar materials can be reused (responsibility)
- Group materials on the basis of properties for the purpose of recycling (form)

CHINESE

We will focus on the concepts of form and change. We will inquire into pictograph by looking at the link between pictures and Chinese characters and the way characters evolved/changed over time. Some basic characters that relate to the topic of Body Parts will be taught to build up a good foundation for reading and writing.

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.

