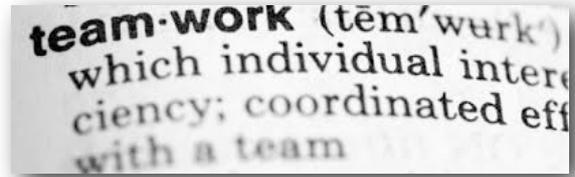




This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

# Y1 Unit Overview

## How We Organise Ourselves



As they settle in to their new school the Y1 children will develop their understanding that **'People in a community are connected through their roles and responsibilities.'** We want the children to understand that they belong to different communities (the class, the school, their family and more) and to find out how these communities work. We will be looking at rules, roles and responsibilities 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 **group decision making**, **cooperation**, and **codes of behaviour**. As the children develop their **social skills** we aim for them to become more **cooperative** at school and beyond.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

school, classroom, teacher, EA (Educational Assistant), routines, Principal, listen, lesson, sharing, jobs, roles, play, organise, responsibility, belongings, learning, caring, principled, community, independent, cooperation, rules, connection.

**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 **function**, **connection** and **responsibility**. Over the next few weeks try to ask your child lots of questions to develop their understanding of how things work ('How do you think this works?'), to explore the relationship between objects, people, places and events ('How are these things connected?') and to discuss our roles and responsibilities within the communities we belong to ('What are my responsibilities?'). These questions, asked in any context, will support the work we do in school.*

### Fun things to do:



*Play board games and notice the rules. Find out what happens if you don't follow the rules. Make up your own rules for a game. Look at and talk about photographs of your friends and family. Join in with role play and let your child take the parent role. Read books to your child and discuss how people cooperate or resolve conflict in the stories. Ask your child to identify ways they could help out at home. Cook or make up a story together. Talk together about school routines, rules and friends.*

### 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 writing students will be engaging with familiar forms of writing as they will be asked to write lists identifying materials needed for certain areas of play, they will be writing simple forms of explanations as they find out more about the different roles and responsibilities in their classroom and the school community and they will working on creating and using simple story plans.

In reading students will be working on making connections to self, text and world. As we read picture books in class throughout the unit students will also work on their ability to re-tell familiar stories.

In speaking and listening students will work on their ability to listen carefully to their group members and also contribute their ideas confidently and clearly. We will continue to build on the roles and responsibilities we have when working with others and this will involve quite a bit of spoken discussion and reflection.

When viewing and presenting students will work on their ability to use role play to communicate ideas and feelings.

### **MATHS**

In Maths students will continue to work on:

- Sorting and classifying familiar objects (size, colour) and explaining basis for sorting
- Estimating and subitising groups of up to ten objects
- Recognising, modelling, reading, writing and ordering numbers to 100

### **SCIENCE and SOCIAL STUDIES**

In exploring 'social organisation and culture', students will identify the communities s/he belongs to (for example, draw and describe pictures of the various groups they form a part of), identify the roles people play within their community, talk about the reasons that rules are necessary in the various communities to which he or she belongs, suggest some suitable rules and routines for the class, and demonstrate ability to apply existing rules and routines to work and play with others.

### **CHINESE**

In Year 1 Chinese classes we will continue to look at the classroom rules and the expectations in order to build up a good routine, different groupings and various interactive activities. As for the stand-alone program, we will explore the topics of myself and my family. We will also include Chinese stories to celebrate the upcoming festivals.

### **MUSIC**

Students will sing songs, explore percussion instruments and move to music, learning various structures. Later this term students will start to play percussion listening and playing together in an ensemble within different pieces of music.

**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.**

