



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 their fourth unit of inquiry, the year 1 students are inquiring into the central idea, **“People create homes to suit their needs.”** During this inquiry they will explore the concepts of *home* and *needs*. They will look at the different features of homes such as the structures and the materials they are made from. They will also look at what constitutes a home, exploring the emotional connection people have to homes. They will continue their explorations by investigating the various materials that people use to make homes around the world and how those materials are dependent on what's available in that environment. Students will spend time discussing the reasons that homes look different, particularly focusing on the environment, resources and needs. They will document their learning along the way by creating their own nonfiction book with both words and pictures to illustrate their new understandings about homes and needs. Through their inquiries students will develop their ability to be **open minded** and the PYP attitude of **appreciation**. Both of these dispositions will progress as they discover that homes around the world can look very different and mean different things to different people. Students will also be able to showcase the thinking skill of **application** throughout the unit as they collect information to include in their nonfiction books.

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. Talk about how homes meet needs. 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.**



“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:

Throughout this unit students will continue to gain new reading strategies to strengthen their comprehension skills. There will be a particular focus on asking children to recall ideas from the text they have read and identify the topic of that text. The students will be reading both fiction and non-fiction books for information. Students will become more confident at being able to look at images, titles and headings in order to predict what the text will be about. In writing students will continue to work on writing high frequency words and ensuring that they can form upper and lower case letters. There will be a focus on writing non-fiction texts and being able to identify the features of these texts. They will also further develop their ability to view other sources of information, such as videos or online websites, to gain information about their unit. Information that is gained throughout the unit will be applied to their final product, a non-fiction book.

MATHS

Over the next few weeks we will be developing our ability to sort, construct and name familiar 2-D and 3-D shapes and objects using appropriate vocabulary. We will be looking at the concept of measure and students will have experiences estimating, comparing, describing and measuring the length, mass and capacity of objects using non-standard units.

We will continue our number work and apply place value to partition and re-name numbers and order two-digit numbers. Students will also be recalling addition facts for single digit numbers and related subtraction facts.

SCIENCE and SOCIAL STUDIES

As students explore the social studies strand 'Human and Natural Environments' as well as the science strand 'Materials and Matter' they will work towards the following outcomes:

Science:

- how materials are manipulated to serve a purpose

Social Studies:

- express his or her understanding of what a home is (form)
- know the basic components of shelter (form)
- identify factors that influence where people live and what their homes are like (causation)
- research and compare homes in different places (connection)

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.

