



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

In their first unit of the year, the Year 1 students are inquiring into the social studies strand "social organisation and culture." The central idea is **"to function as part of a community people take on different roles and responsibilities."** During this inquiry they will explore the concept of communities, what a community is, how it works and what the various roles and responsibilities are within communities they are part of. We will guide them through inquiries about our classroom community, our school community and our family communities. Students will develop their understanding of the Learner Profile attributes of **cooperation** and **principled**. The students will have opportunities to demonstrate active listening, sharing and taking turns in both small and large groups. Children will also explore the social skills of **cooperation** and **accepting responsibility**. These skills along with the attributes will help our children work more harmoniously and responsibly in the different communities they belong to.

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, cooperation, principled, community, independent, cooperation, rules, function, working together, system

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**, **function** and **responsibility**. Over the next few weeks try to ask your child lots of questions to develop their understanding of what things are like; ('Describe our family community.' 'What is your classroom like?') how things work; ('How do you think this works?' 'What is our bedtime routine? How does it work?') and to discuss our roles and responsibilities within the communities we belong to; ('What are my responsibilities?' 'What are your responsibilities?' 'How are they the same and different?') 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 and the system of the game. Find out what happens if you don't follow the rules and take on your share of the responsibility. Make up your own rules for a game. Look at and talk about photographs of your friends and family and the different communities each one is part of. Join in with role play and let your child take the parent role. Can they see the difference between their roles and yours? Read books to your child and discuss how people cooperate or take on different responsibilities 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 and home routines and the different roles your child has in these different systems.

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 be 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

The social studies outcomes we aim to address in this unit will be:

- What a community is (form)
- Identify the communities they belong to and how they function (function)
- Explain what role(s) they have within the communities they are apart of
- Explain what responsibilities they have within the communities they are apart of (responsibility)
- Understand that communities have rules to help people get along, to keep them safe, to allow people to work effectively with one another (responsibility/principled)
- Understand that people within communities have responsibilities to help them get along, to keep them safe, to allow people to work effectively with one another (responsibility)

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.

