



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.

Y2 Unit Overview

Sharing the Planet

In their fifth unit, the year 2 students will be inquiring into the central idea, **“Plants sustain life on Earth and play a role in our lives.”** During this inquiry they will explore how plants grow, including how the different parts function. They will also investigate the many things plants give us and how they contribute to life on Earth, for example food, medicine, clothing and our general wellbeing. Throughout the unit we will discuss our roles and responsibilities towards caring for and sustaining plant life on Earth. Through their inquiries students will develop their understanding of what it means to be **caring**. They will find out how to care for plants and learn what it means to make a positive difference to the environment. They will also further develop the attitude of **appreciation** as they become more aware of the many things plants provide us. Students will be able to learn about and showcase the communication skill of **presenting** in the last week of the unit as they will present their learning to some K.J.S. garden “experts”. They will share their learning as well as the actions they have taken to sustain plant life. The skill **application** will be further developed as students will be able to apply their understanding of the science inquiry cycle to plant experiments happening in their classes.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

roots, stems, leaves, soil, flowers, water, oxygen, life cycle, materials, responsibility, connection, interdependence, interaction, shelter, predictions, experiments, procedures, explanation, sustain, disperse, pollinate, action, products, medicine, food

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 help them explore the concept of function such as; what are the different parts of a plant and how do those parts work? Try looking at pictures of plants or reading stories about plants and discuss what materials plants give us. Through the lens of responsibility have a go at creating a list of actions that your child and your family could take to help sustain plant life. Buy a plant and have your child take care of it, recording the various things it needs to grow.

Fun things to do together:



Go to the flower market or horticulture centre and allow your child to investigate the different types of plants. Buy a plant for your child to take care of it, discussing the various needs of different types of plants and our responsibility towards them. Go for a walk and observe the plants we find in nature and those that are native to Hong Kong. What do these plants provide for us? Look around your home and record the things that are made or come from plants (i.e. clothes, food, furniture etc). Look carefully at a plant, do some observational drawings and have your child label the parts and investigate their purposes.

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.**





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:

Through listening and speaking engagements, students will continue to develop in their ability to follow classroom instructions, showing understanding. They will gain new skills of being able to retell information in a sequence and with sufficient detail. We will be working on developing stronger oral presentation skills as students will be asked to present their learning to someone else in the K.J.S. community. In reading students will continue to practice the strategies they have learned and will also be focusing on the comprehension strategy: visualising. This strategy helps children understand texts because it allows them to create images in their minds as they read. In writing we will have a focus on the genres of narrative and procedures. Students will be asked to write procedures for how to care for plants so that other's can follow. You can support your child's understanding of narrative by reading picture books with him/her and trying to identify the different parts of a story.

MATHS

Over the next few weeks we will be focussing on modelling division using groups and arrays. We will be learning how to round numbers to the nearest 10 and check our answers using estimation strategies. Students will be using standard units of measurement throughout our inquiry as we measure the growth of our plants. Along with measuring lengths students will learn how to estimate, compare and measure capacity and volume of objects using nonstandard units. We will also continue our work with addition and subtraction consolidating our use of the strategies we've learned.

SCIENCE and SOCIAL STUDIES

As students explore the Science Strand '*Living Things*' and the Social Studies Strand '*Resources and the Environment*' we will be investigating the following outcomes:

- Observe the needs of plants that enable them to stay healthy. (function)
- Identify the parts of plants that are used by other living things (for example, for food, shelter, tools) (connection)
- Be aware of the role of plants in sustaining life (for example, providing oxygen, food) (connection)
- Take responsibility when caring for plants (responsibility)
- Plants need certain resources for energy and growth (light, food, water, air, temperature conditions) (function)

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.



