



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

# HOW WE ORGANISE OURSELVES

In their first unit of the year, the students are inquiring into the social studies strand “human systems and economic activities” as they explore the central idea **‘People design and develop systems to meet needs’**. During this inquiry they will explore systems around them and analyse how those systems work. They will also be finding out why systems have been created and how people interact with those systems. This unit will offer opportunities for personalised inquiry where students can find out about, and investigate systems of their choice or even create their own system if there is a need! Students will develop their understanding of the Learner Profile attribute **thinker** as this unit will reinforce the importance of thinking *critically* and *creatively*. Along with the *disposition* of being a thinker students will also develop their thinking *skills*, particularly that of **analysis**, as they look closely at the different parts of systems around them, and the skill of **evaluation** as they work towards creating and improving systems in their immediate world.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

parts, community, people, needs, system, connection, environment, interaction, expensive, cheap, fast, comfortable, convenient, reflective, thinking, cooperate, services, grocery, police department, octopus system, classroom, organisation, cooperation, thinker, analyse, evaluate

**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**, **causation** and **connection**.

Over the next few weeks try to ask your child lots of questions to develop their understanding of how things work (‘What are the different parts of that system?’ ‘What happens if one of the parts stops working?’) and to develop their ability to rationalise why things are as they are (‘Why do you think this has happened?’ ‘Why was that system created?’), and to explore the relationship between objects, people, places and events (‘How are these things connected?’ ‘Is that system connected to any other system?’ ‘What part do I play in the system?’). These questions, asked in any context, will support the work we do in school.

### Fun things to do together:



Take photographs of different systems in Hong Kong or find pictures of different systems in different countries to bring into school. Collect tickets, maps and timetables and look at them together. Go for a ride on a new mode of transport and talk about the systems at work. Design a new transport system for the future. Create maps of towns and the systems within them. Look at symbols used on signs and guess what they mean. Discuss which systems are more important and why. Make a list of the different services and systems you use each day.

### 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”*

