



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 the World Works

In their sixth unit, the year 1 students inquired into the Science Strand **“Living Things.”** The students investigated the concepts of *growth* and *classification* through the central idea **“Scientists observe and classify in order to understand more about living things.”** Through this unit the students gained an understanding of how living things are classified and how classification helps scientists learn more about newly discovered things. Students also explored the concept of change as they investigated how living things change as grow. They looked at the similarities and differences between living things, particularly focusing on similarities and differences of life cycles. This unit helped students develop as scientists. They were able to apply their skill of observation as they looked carefully at living things around their environment. The research skill of **presenting** was a focus for teaching in this unit as the students learned about and used appropriate forms of media to present their findings. Students continued to develop as **inquirers** as they asked their own questions and were able to find their own answers. **Independence** was a key focus for our students in this unit. They were able to make many of their own decisions about what they were learning and how they wanted to share their learning with others.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

change, connection, form, life cycle, living things, characteristics, classification, growth, reproduction, birth, offspring, similarity, difference, scientist, reptiles, amphibians, fish, birds, mammals, observation, independence, inquirer, science

*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, change** and **connection**. Over the next few weeks try to ask your child lots of questions to develop their ability to observe and describe ('What is it like?'), to develop their understanding of how things change ('How have you changed?'; 'What changes do you know about?') and to explore the relationship between objects, people, places and events ('How are these things connected? 'How are they the same? How are they different?'). These questions, asked in any context, will support the work we do in school.*

### Fun things to do:



*Look at pictures of how you have grown and changed and compare that to how your child has grown and changed. If you have a pet, observe it and talk about what characteristics make it a living creature. Read both fiction and non-fiction books and look at the features of each. You could plant a seed and observe the changes that take place over time and do some observational drawings where students observe carefully in order to make detailed drawings. Visit the library to find books on a favourite animal and help child identify key facts and vocabulary about the animal; watch videos/youtube clips about the lives of plants and animals.*

### 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, during this unit, the children will continue the work they've started with writing narratives. They will be collecting ideas for their writing in a writer's notebook and we will work on getting students to add details and think about the audience when they incorporate their ideas into story. Students will learn about and write the beginning, middle and end of a story gathering feedback from peers to make improvements along the way. In reading students will continue to work on the comprehension strategies, visualising and finding the main idea in a text. They will be able to apply these strategies to the stories they read and write as well as when they do some reader's theatre performances in the classroom. Also in reading, students will focus on looking at the different ways characters are represented, which they can then apply to their own stories. As most of the reading and writing will be done around the genre of narrative, so will the speaking and listening. Students will share their experiences and story ideas with each other and listen to a variety of different kinds of story throughout the unit.

### MATHS

The maths strands being explored in this unit are measurement and number.

Through the measurement strand students will:

- Name and order days of the week
- Connect days of the week to familiar events and actions.
- Read and write the time to the hour.

Through the number strand students will:

- Share collections into equal groups.
- Divide objects into equal parts,
- Solve simple addition and subtraction problems

### SCIENCE

Through the exploration of '**Living Things**' students will:

- life cycles are different for different organisms
- living things are distinguished from non-living things by their ability to move, reproduce and react to certain stimuli
- living things go through a process of growth and change
- animals and plants are classified into groups and sub-groups according to their similarities. Within groups of animals there are families and different species within these families

**Science Skills Focus:** observation and acquiring and using scientific vocabulary

**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.**

