



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 Who We Are



In their third unit, the Year 2 students will be inquiring into PSPE strand **“Active Living.”** The students will investigate the concepts of wellbeing and choice through the central idea, **“The choices we make affect our wellbeing.”** Throughout the unit we will explore how wellbeing works to keep us happy and healthy, the consequences of our choices with regards to wellbeing as well as what we can do to ensure we make better choices in the future. These concepts will be discussed through engaging activities such as a wellbeing ‘taster day’ where students will be able to select different activities to engage in that help them understand the concept of social, physical and emotional wellbeing. Throughout the inquiry students will develop their understanding of what it means to be **balanced** and the PYP attitudes of **commitment**. They will be able to discuss and apply both of these dispositions throughout the unit as they reflect on their own wellbeing and select appropriate actions to take in order to become happier and healthier. The self-management skill, **healthy lifestyle** will be a key focus in this unit along with **resolving conflicts** where student will gain strategies for maintaining and repairing friendships.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

wellbeing, choice, healthy, balanced, exercise, affect, consequence, heart, lung, vitamins, body and body parts, breathe, oxygen, causation, responsibility, social, friendships, emotional, feelings, physical, sleep, food pyramid, hygiene

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 **responsibility**. For the concept of function ask your child questions such as ‘What does it mean to be healthy?’ or ‘When I am happy, what’s happening in my body?’*

To help them understand the concept of causation talk about what choices they currently make that contribute towards their wellbeing and what choices they might make that could result in them not having optimum wellbeing. When discussing the concept of responsibility talk about the things they can do to ensure they stay happy and healthy and the things they can do to ensure others around them remain happy and healthy too.

Fun things to do together:



Do an audit for wellbeing with your child. Track how much sleep they get, how much exercise they do, how often they brush their teeth or have time to play with their friends. Think about the choices that they are currently making with regards to their wellbeing and talk about what changes might enhance their happiness. Plan an active weekend where you do physical activities that you might have never done before as a family. Have a technology free weekend that includes just family games and conversation. Anything you can do to help your child make choices that contribute towards a happier and healthier lifestyle would be great!

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:

During this unit of inquiry the children will be working on the reading strategies of visualising and summarising. As we develop as researchers the students will have an opportunity to find information from a variety of different text forms and will gain the skills of looking for key words and identifying main ideas in order to summarise their new learning. In writing students will be working on writing stronger sentences with a particular focus on compound, complex sentences and sentence beginnings. They will learn about the writing genres of persuasive text and explanation. Through these genres they will learn to write statements and back up their statements with evidence in order to persuade or explain to an audience. Along with this type of writing students will also keep a wellbeing diary where they can record the choice they are making and how their learning is changing as they go through the unit. In viewing and presenting students will work on creating images that represent their texts and explore how images and text work together to convey meaning. When speaking and listening students will continue to talk about their thinking and learning in both small and large groups.

MATHS

Interpret data and draw conclusions where one object or symbol can represent many data values for example, one dot equals 10 votes.

Collect, organize and represent data (surveys, tally charts)

Estimate, compare and measure mass, capacity and volume of objects using nonstandard units

We will also continue our work with addition and subtraction, talking about the most efficient and effective strategies for solving 2 digit word problems.

P.S.P.E.

Over the next few weeks students will work on the 'Active Living' strand of the curriculum which directly correlates with their Unit of Inquiry:

- recognize that living things, including humans, need certain resources for energy and growth
- identify the major food groups and be aware of the role they play in human development.
- engage in a variety of different physical activities
- demonstrate an awareness of how being active contribute to good health
- demonstrate an awareness of basic hygiene in their daily routines
- recognize the importance of regular exercise in the development of well-being
- identify healthy food choices
- identify ways to live a healthier lifestyle

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.



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