



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

Who We Are

In their second unit, the Year 1 students will be inquiring into the central idea, **“People explore to understand the world.”** The students will investigate this unit through the concept of *exploration*.

The three lines of inquiry they will inquire into are:

- why we explore (causation)
- me as an explorer (reflection)
- how we explore (function)

Through these inquiries we want the students to understand that we all have different interests, passions and reasons to explore; that through our exploration we can find out more about the world around us; and that there are certain tools and strategies we can use that will help us explore. Through all of these inquiries students will develop their knowledge of what it means to be **curious** and how curiosity leads to exploration. They will further develop the learner profile disposition of being a **communicator** as they learn more about the importance of being able to communicate their learning with those around them. Students will develop the research skills of **formulating questions** and **collecting data**. They will learn how to ask different types of questions that will lead to explore the world around them, as well as, where they can go to collect information that will help them answer their questions.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

attitudes, inquire, questions, explore, passions, interests, investigate, experiment, skills, tools, senses, curiosity, exploration, seeing, touch, taste, eyes, ears, nose, hands, fingers, tongue, reflection, art, science, cooking, observe, record, ask, question, information, research, internet

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 **causation**, **reflection** and **function**. To help support their understanding of causation talk with your child about why people explore and why exploration is important. To develop the concept of reflection talk with your child about their interests and passions. What would they want to find out more about and why? To develop the concept of function discuss the ways your child could find out more about their passions or interests. What skills would they need? Where could they go to find their answers? These questions, asked in any context, will support the work we do in school.

Fun things to do:



Spend time investigating things that are of interest to your child. Once they articulate what they are interested in investigating, try getting him/her to turn their interest into a question to explore for example: What colours can I make when I mix paint? What happens when I mix ___ and ___ together? How can I use my senses to explore? How does this toy work? Are fairies real? Read books that are of interest to them and talk to your child about what they can find out from a book. Visit museums around Hong Kong and talk about the things we can find out from these trips. Read books and watch videos about real life explorers.

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”

