

“Success for Every Child”



Y6 Unit Overview - 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.

How We Organise Ourselves

‘Young people can help solve the world’s biggest challenges.’

In our second unit, the Year 6 students are inquiring into the central idea, “**People collaborate to make a difference in their communities**”. Throughout this unit they will explore the concepts of **connection**, **causation** and **responsible**. We will inquire how one person's actions can make a difference and that difference can be even more powerful if people collaborate with each other. We will unpack the different problems that our world is facing today and how the 17 global goals are connected with these issues. These sustainable development goals have the power to end poverty, fight inequality and stop climate change. We'll also explore why people are driven to take action through a variety of reasons. Students will be given the chance to explore how they are being **caring** and how their actions can make a positive difference in the lives of others and in the world around us. Students will develop the thinking skill of **synthesizing** information by researching an area of personal interest/passion and creating a presentation. They will get an opportunity to **present** their knowledge to a wider audience. Students will then use the skill of **evaluation** to assess their presentation using co-constructed criteria. **Accepting roles and responsibility** will be a big PE link we make through the unit, as the students will be learning to take on different roles within the group.

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

KEY VOCABULARY

sustainability, advocacy, action, synthesise, evaluate, issue, difference, community, collaborate, compassion persuade, value, belief, metaphor, global, poverty, inequality, climate change

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 **connection, causation and responsibility**. Through guided inquiry, the students will explore the impact of having more than one person working together. Focusing on causation, students will learn about what prompts people to take action in different ways? Lastly, we'll inquire into our responsibility through the questions: What forms of action can be taken? What significance does new knowledge make when taking action?

FUN THINGS TO DO

To solve the world's biggest challenges, we must encourage our students to be active participants in their local and global communities. Explore the [Global goals](#) and how these goals are important to solve the issues that are affecting our world at present. Check out some great ideas for how to make a big difference with small but significant ideas and actions with [teaspoons of change](#). Talk to your child about what little things they can do in order to help our world become a better place for all its inhabitants. How might they help? Small ideas like buying what you really need, bringing your own bag, saying no to straws can make a big impact and help our planet. What pledge are you going to take as a family? How can you and your family use less plastic? [Check out tips from The Green Education Foundation!](#) Pick 2 or 3 goals to focus on for the month!

“Success for Every Child”

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, roleplay 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.