

“Success for Every Child”



Y2 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 Express Ourselves

In their second unit of inquiry, the Year 2 students inquire into the central idea, ‘People can express themselves through celebrations’ During this unit, students will explore the concepts of celebration and culture, inquiring into the specific reasons why people celebrate, their similarities and differences and how these celebrations can be expressed in different ways. A diverse range of learning opportunities ranging from guest speakers and artefacts to videos and images will support student understanding and help make connections to other aspects of their learning. Throughout the unit, students will display **open-mindedness** as they learn to appreciate, understand and **respect** other cultures beliefs, traditions and festivals. Through the concept of causation, students will investigate how beliefs and values contribute to the reasons people celebrate. Students will develop the **communication** skill of **speaking**, sharing their own their own celebrations through a variety of speaking opportunities.

KEY VOCABULARY used in this unit will be:

Tradition, celebration, culture, communication, open minded, respect, custom, belief, important, expression, party, festival, respect, open minded, perspective, connection, music, dance

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**, **perspective** and **connection**. Over the next few weeks, try to ask your child lots of ‘why’ and ‘what’ questions as they begin to inquire into the different reasons people celebration (e.g. Why do we have that celebration? Why is it like it is? What is the reason we use lights and decorations?) Ask your child ‘How’ questions as they explore celebrations similarities and differences and how they can be expressed (e.g. How are celebrations similar and different?) These questions, asked in any context, will support the work we do in school.

FUN THINGS TO DO

1. Collect photographs and discuss your family traditions.
2. Allow your child to organize a party for his/her toys.
3. Discuss any cultural celebrations relevant to you and your family.
4. Find a recipe suitable for a celebration and cook it together.
5. Gather stories which involve traditions and celebrations.
6. Talk about how characters in the stories were feeling.
7. Look at the calendar and map out when you have certain celebrations and how those celebrations might be connected with a particular time of year.

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”

