

“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.

Where We Are in Place & Time

In their fifth unit of inquiry, the Year 2 students will inquire into the central idea, ‘Knowing about family history helps us understand the relationship between past and present.’ During this unit, students will explore the concepts of **history** and **time**, inquiring into the personal histories of families; ways these historical changes are recorded; and differences and similarities between past and present. Throughout the unit, students will display **enthusiasm** as they learn to appreciate and enjoy learning how all families have experiences, belongings and significant events which contribute to these histories. Through the concept of **connection**, students will reflect upon aspects of life which remain constant whilst others change. Students will develop the **research** and **thinking skills** of **question formulation** and **synthesizing**. These skills will support students to discuss new ideas, **communicating** their new understanding through a variety of **speaking** opportunities.

KEY VOCABULARY used in this unit will be:

History, change, time, experiences, belongings, artifacts, events, similarities, differences, life, record, chronology, timeline, family, community, past, present, future, document.

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**, **connection** and **change**. Over the next few weeks, try to ask your child lots of ‘What’ questions as they begin to inquire into the history of their own family (*e.g. What experiences, belongings and significant events make up my family history? What are the different ways that the past can be recorded?*). Ask your child ‘How’ questions as they explore the similarities and differences between the past and present (*e.g. How are the past and present similar and different? How is my life similar to and different from my parents lives? How are family histories similar and different?*) These questions, asked in any context, will support the work we do in school.

FUN THINGS TO DO

1. Locate photos and artifacts (e.g. birth certificates, old toys/clothing, etc) connected to your child's personal history – Discuss how these events, belongings and experiences are important to the history of the family. Identify the changes he or she has undergone from birth to present.
2. Create an historical family timeline in your child's bedroom. Place a ribbon on the wall, containing the words ‘past’, ‘present’ and ‘future’ and other time-related words. Using sticky notes, draw or record important family events and experiences and place on the timeline, which will serve as a visual historical learning tool.
3. Interview and converse with grandparents to reflect upon aspects of their lives which have changed (e.g. fashion, technology, communication, education, technology, music, etc) whilst others have remained constant.

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.**

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