



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

# How We Organise Ourselves

In their first unit, the Year 1 students are inquiring into the social studies strand "*social organisation and culture.*" The central idea is *Communities are created through systems and cooperation*

During this inquiry they will explore the concept of communities by investigating what communities they are a part of, how those communities successfully work, and what they can do to be a responsible member within the community. They will begin to understand that a group has certain characteristics and that individuals can have different roles within a group and across a range of groups.

We will guide them through inquiries about different systems such as, school, travel and communication and we will explore how these systems support communities. We will also allow for them to explore their own interests within the unit, many being related to body systems and solar systems. Students will develop their understanding of how they think and we will focus on the skill of comprehension.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

school, classroom, teacher, EA (Educational Assistant), routines, Principal, listen, lesson, sharing, jobs, roles, play, organise, responsibility, belongings, learning, cooperation, caring, community, independent, cooperation, rules, function, working together, system, communicate, successful

**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, function and responsibility**. Over the next few weeks try to ask your child lots of questions to develop their understanding of these concepts such as: *What is a community? What communities are you a part of? What communities are we, as a family, a part of? Are these communities 'successful'? How do you know? What are our different responsibilities within our communities? Is there anything we can do to make our communities more 'successful'? These questions, asked in any context, will support the work we do in school.*

### Fun things to do:



Play board games and notice the rules and the system of the game. Find out what happens if you don't follow the rules and take on your share of the responsibility. Make up your own rules for a game. Look at and talk about photographs of your friends and family and the different communities each one is part of. Join in with role play and let your child take the parent role. Can they see the difference between their roles and yours? Read books to your child and discuss how people cooperate or take on different responsibilities in the stories. Ask your child to identify ways they could help out at home. Talk together about school routines and home routines and the different roles your child has in these different systems.

### 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"*

