

*“Success for Every Child”*



**Y1 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.

## Who We Are

*In their first unit, the Year 1 students will be inquiring into the central idea, ‘Making choices that develop respectful relationships with ourselves, others and the environment define who we are as individuals and as a community’ The students will investigate this unit through the concepts of identity and interactions.*

During this inquiry they will explore the concept of interactions by investigating what cooperation is, including identifying how they cooperate in various ways with a variety of people. They will be exploring how groups work successfully, and what they can do to be a responsible member within the group. We will guide them through inquiries about collaboration and their responsibility as being a part of a school community.

They will also explore the concept of identity. They will inquire into comparisons and reflect on what is the same and different about themselves and others and begin to make connections with each other. They will also explore why our behaviour and choices affects others and why our emotions and attitudes influence how we act.

Students will develop their understanding of the Learner Profile dispositions of being a successful **communicator** and being **caring** member of a community. We will focus on **cooperation** and **organisation** throughout the unit, developing criteria for how to be successful with these two Social Skills. These skills along with the dispositions will help our children work more harmoniously and responsibly in the different groups they belong to.

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

**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 **Causation**, **Connection** 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 group? What groups are you apart of? What groups are we, as a family, a part*



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*of? Are these groups ‘successful’? How do you know? What are our different responsibilities within a group? How do you communicate with others? What does it mean to be kind? What does it mean to be organised? How do you feel? Which zone are you in? What are the consequences of good choices and bad choices? 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 how you cooperate when playing the game. Find out what happens if you don’t cooperate. Make up your own rules for a game. Look at and talk about photographs of your friends and family and the different groups 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, discuss the characters actions. What kind of choices are they making? What are the consequences of those choices? How do the characters feel? Play twister or Uno and use the colours to discuss the zones of regulation. Ask your child to identify ways they could cooperate at home.*

**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.**

