



## Unit of Inquiry Parent Overview

Grade: One

Duration: 10 Weeks

**UOI 6.** An inquiry into how living things meet their needs through the use of materials, design, and features in their environment.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
<b>Sharing the Planet</b>  Living things are linked to an environment.	<b>An inquiry into:</b> <ul style="list-style-type: none"><li>• The connection between the environment and living things.</li><li>• How living things' needs are met.</li><li>How the environment effects living things.</li></ul>	<b>Connection &amp; Responsibility</b>	<b>Inquirer Thinker</b>

### Summative Assessment Tasks

**Tasks:**

Children demonstrate their knowledge of how living things needs are connected to their environment.

### Learning Areas Covered

**Learning Experiences:**

**English**

Students will focus on the mechanics of writing. They will be exposed to exemplar written informative pieces and engage in independent report writing. Students will use compound sentences with adjectives to enhance their writing. Students will attempt to use capitals and boundary punctuation more consistently. They will write information reports using topic-specific words. They will spell using common letter patterns and demonstrate understanding of familiar high-frequency words. They will read, view and comprehend texts and identify the text structure of informative texts. They will read texts using their knowledge of letter combinations and high-frequency words.

**Mathematics**

Students will be involved in activities that require them to demonstrate how one- and two-digit numbers can be partitioned in different ways, eg. Tens and ones. They will practice solving problems using addition and subtraction with numbers to 20. They will participate in solving problems using mathematical modelling eg. Number lines. Students will identify the repeating unit of patterns with shapes. They will give and follow directions within a given space eg. up, down, left, right.

**Science**

In Science, students will explore how living things meet their needs in their habitats by drawing a chosen animal and its environment. They will answer questions using scientific language to show their understanding of how the animal survives.

**Technology**

Students will identify features and uses of technologies and create design solutions. Students select design ideas based on personal preferences. They will communicate their understanding through models and labelled pictures.

### **The Arts**

Students will explore animals by creating imaginative artworks with a focus on bird sculptures using recycled materials. They'll learn about animal features, sustainability, and storytelling through art while developing their creativity and fine motor skills.

### **Dance/ Drama**

Students will continue to engage in different styles of drama such a mime and puppetry and are exploring where and why dance and drama takes place.

### **Health and Physical Education**

Students will be analysing community health messages and sorting foods according to the Australian Guide to Healthy Eating traffic light system.

## **Suggested Parent Involvement**

- Play with toys and identify how they move with force eg. Push a ball softly and then with a lot of force
- Read factual texts about a variety of animals and identify text features such as sub-headings, photographs and labelled pictures
- Talk about services and how they help the community eg. Post office, shops, on-line grocery delivery
- Practice cutting, sticking, gluing with a variety of art experiences