



Unit of Inquiry Parent Overview

Grade: Two

Duration: 9 Weeks

UOI 3: An inquiry into the orientation in **place and time**; personal histories; homes and journeys; the discoveries, explorations and migrations of human kind; the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Changing Technologies Impact People's Lives	An inquiry into: <ul style="list-style-type: none"> Changes and continuity of the past Developing technology impacting lives The reasons for change 	Change Causation	Reflective Inquirer

Summative Assessment Tasks

Task A: Students will pose and answer inquiry questions during the unit.

Task B: Students will identify and describe the changes and impacts of road transport over time.

Task C: Students will compare transport from past and present looking at the similarities and differences between a car and horse & cart using a Venn Diagram.

Learning Areas Covered

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during this Term.

HASS: Building on their understanding of current 'technology', students will explore life in the past and compare it to the present day. They will investigate and explain how significant changes in technology have impacted our daily lives.

English: Students will describe the structure of narrative texts and identify their language and visual features. Students will create character descriptions using simple and compound sentences as well as considered use of various nouns, verbs and adjectives.

Mathematics: Students will continue to explore number concepts, such as place value and partitioning, and develop strategies to calculate addition and subtraction problems. They will consolidate their understanding of equal groups whilst investigating the multiplication concept. Students will recognise and interpret common uses of halves, quarters and eighths of shapes and collections. They will continue to explore o'clock and half past times.

HPE: Health we are investigating how our emotions and feelings affect us and others.

Physical Education: Students will explore and develop their throwing, catching and striking skills.

Music: Students will be focusing on composition and performance. They will create their own rhythmic composition and perform a song in groups combining singing, rhythmic ostinatos on the drum and melodic accompaniment on the xylophone. The group work will focus on playing within a group – what skills are needed to perform together and how they are different to performing individually. Students will also explore how changes in technology have impacted music.

Chinese: Students will explore the concept of fashion for children in Chinese-speaking countries through language used to describe clothing and accessories. Students will present oral descriptions of clothing in a fashion parade, discuss differences between seasonal clothing, participate in games using language to describe clothing items in Chinese, analyse and understand the systems of language relating to pronunciation as well as participate in intercultural experiences to compare clothing worn in different seasons and traditional clothing in Chinese-speaking cultures.

Suggested Parent Involvement

HASS:

- Sending in 'artefact' items from the past, such as cassettes/LP's, household items and clothing to display in the classroom museum.
- Visit a museum/online museum to explore items from the past / watch YouTube clips together of 'life in the past'.
- Help support a discussion with an older relative or family friend about how things have changed over time e.g., school, transport, household duties
- Share your/grandparents' photos to stimulate discussion about your/their experiences as a child and how they differ to life today.
- Encourage your child to use recyclables from around your house to create a piece of 'future technology'.

Maths:

- Encourage/support your child to read o'clock and half past times using an analogue clock

English:

- Read stories aloud and discuss the character traits. What can we see visually – what do the characters look on the outside? What inferences can we make about the characters actions, what are their personality traits. (on the inside)