



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.



## Y3 Unit Overview

# How the World Works



In our next unit, the Y3 students will be inquiring into the interactions between the natural world and human societies. We will be focusing on the central idea **'The sun influences life on earth'** and learning all about Earth's natural patterns and cycles (i.e. weather/climate, moon phases, day/night). Students will become more **knowledgeable** and effective **inquirers**, improving their ability to pose thoughtful and relevant questions. Over the course of the next six weeks we will help the children understand more about the importance of **curiosity** for learning. As the children develop their **research skills** we aim for them to develop their ability to collect and record data through both their hands on observations and research. By developing students' ability to present their work we will further enhance their **communication skills** particularly focusing on speaking and presenting.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

atmosphere, gravity, sun, Earth, cycle, influence, pattern, day, night, seasons, summer, winter, autumn (fall), spring, months of the year, solar system, moon, orbit, light, dark, shadow, time, Earth, temperature, phases of the moon, tilt, space, star, year, lunar, oxygen, solar system, air, cycles, water cycle

**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 **function**, **causation** and **connection**. We will be investigating questions such as why do Earth's cycles happen over and over again (function); what role do natural cycles play on Earth (causation) and how do Earth's natural cycles affect me (connection)? Any support you can give to your child in trying to understand how things work, why they are the way they are and how things are connected will help further develop their conceptual understanding.*

### Fun things to do together:



Read information books about the sun and picture books that depict different seasons with your child. Visit the Hong Kong Space Museum and/or Discovery Dome. Make a collection of pictures of countries in different seasons. List countries you have visited and discuss the climate together. Talk about time zones and how they affect/have affected you and your family. Make a model of the Earth, Sun and Moon and how they are connected. We will be sending home a Blendspace which will give you and your child access to age appropriate resources which they can explore.


### 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.**





Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:

### **ENGLISH:**

Children will read and demonstrate their comprehension of texts by recalling key information and identifying the main ideas in simple texts. They will locate and select texts appropriate to purpose, interest and readability, e.g. by skim reading a contents page. We will be working on the reading strategy: summarising as this is linked very much with our ability to be effective researchers. In writing, children will be asked to find information in texts and record it through drawing or by writing key words and will be encouraged to use dictionaries and word banks to correct spellings and extend their vocabulary. We will be working with students to write explanations as they learn more about the Earth's natural cycles and how they work. To develop listening and speaking skills, students will be given experiences with presenting in front of an audience and also listening to others present, offering feedback that will help their peers improve. We will work on developing criteria for what makes a 'good' presentation and how to be an effective audience.

### **MATHS**

Students will continue to work on addition and subtraction, and explore their inverse relationship. They will be given problems to solve and asked to choose appropriate strategies (mental and/or written) to help solve them. As a direct connection with the unit students will be helped to estimate and compare lengths of time: second, minute, hour, day, week, months and years and to connect times to events in a day. We will continue to develop data handling skills as look at data involving Earth's cycles over time.

### **SCIENCE and SOCIAL STUDIES**

As students explore 'Earth and Space' in Science, they will complete a study of the planet Earth and its position in the universe, particularly its relationship with the sun. Students will work towards the following learning outcomes:

- knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth - (causation)
- investigate and understand relationships and orbits between Earth, Moon, Sun and Solar System - (connection)
- know that the tilt of the Earth's axis gives rise to the seasons - (function)
- knows that the Sun and Moon have basic patterns
- understands that the Earth's rotation causes day and night - (causation)
- can explain how Earth's patterns and cycles affect how we live (connection)

In order to develop our science skills we will focus on making careful observations and using the correct scientific vocabulary as we learn to work like scientists.

### **CHINESE**

Children in the Non Native pathway will continue with 'Chinese Made Easy for Kids 1'. They will learn about "Pets" and "Food", and explore different radicals and character structure. Children of the Near Native pathway will continue with "Xiao Xue Hua Wen" and focus on the key concepts of function and causation. We will also inquire into the Chinese pictograph especially radicals, characters and their change.

### **MUSIC**

Year 3 have been exploring rhythms composing their own rhythmic pieces and developing textural effects using percussion instruments. They will continue by playing and composing rounds. Students have been and continue to sing regularly.

**Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.**



*"Success for Every Child"*