



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 We Organise Ourselves



In our third Unit of Inquiry the Y3 students will be inquiring into resources and the environment, human systems and economic activities and materials and matter through the central idea **'Many food products go through a process of change and interconnected systems are needed to distribute them.'** We will investigate this through the concepts of Connection ('How is it connected?'), Change ('How is it changing?') and Function ('How does it work?'). Throughout the unit we will be developing our **thinking skills**, focusing on acquiring new knowledge and comprehension as we look at information from different sources and try to understand it. We will also be developing our **research skills** as we collect and organise data from a variety of sources and arrange it in different ways. Throughout this unit we will become more **knowledgeable** the foods we eat and how they arrived on our plates and we will also develop the disposition of being better **inquirers** as we ask questions and explore our interests.

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

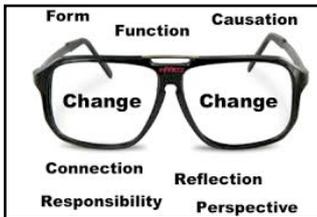
Developing vocabulary:



Key vocabulary used in this unit will be: crops, production, distribution, food, systems, packaging, materials, freezing, transportation, drying, canning, products, processed, raw, frozen, fresh, processors, retailers, consumers, global, preserved, interconnected, change, connection, function, local, global

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**, **change** and **function**. Through the lens of connection (How is it connected?) we will be exploring what role Hong Kong plays in the global food system. Through the lens of change (How is it changing?) we will be looking at the changes some food goes through from crop to table. Finally through the lens of function (How does it work?) we will be comparing different food systems both local and global. Any work you can do with your child through the concepts will benefit their learning.*

Fun things to do together:



Get planting! Pick up some local, easy to grow herbs or vegetable seeds and try planting and growing your own food. Take a look through your kitchen cupboards and fridge. Where does most of the food you eat come from? What systems does it go through to get to your house? Visit the grocery store or food market. Take a look at different foods and notice where they come from. Help your child be a risk taker and ask someone who works there questions about the way they receive their products. Help your child do his/her own research and inquiry into something that interests them within this unit. Put it together in a presentation and send it to school.

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"



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:

In reading students will be working on the strategy of *synthesising and making connections*, as we use different sources of information and make sense of them in order to create explanations about food systems. As we read non-fiction texts we will also be using our strategy of *making connections* exploring how the text connects to our own lives and the world around us.

In writing students will be writing to explain. We will be *explaining* the process some foods go through to get to our tables. When students are doing more hands on tasks such as baking and cooking they will focus on *procedural* writing as they record the process and steps they went through.

In viewing and presenting students will be exploring and creating flow chart diagrams. They will be looking at how pictures can be used to explain information. Students will also be working on their mapping skills, becoming familiar with where different foods originate.

In speaking and listening students will continue to work on their presentation skills as they work in groups to present their learning. They will focus on listening skills as they are asked to follow multi-step instructions.

MATHS

- Estimate, compare, and measure objects using standard units of measurement: volume and capacity
- Estimate, compare and measure area of objects nonstandard units
- Construct 3D objects and recognise them in different orientations
- Locate features on a grid using coordinates
- Describe direction and position using mathematical language for example describing rotations: whole turn; half turn; quarter turn; clockwise and anticlockwise
- Create and interpret simple grid references to show position and pathways (e.g.: A4)

We will also be continuing our work with number as we explore the connections between multiplication and addition and division and subtraction.

SCIENCE and SOCIAL STUDIES

- Science (outcomes):
 - different materials can be combined, including mixing, for a particular purpose
 - things can be done to materials to change some of the properties (e.g. heating, freezing, mixing)
- Social Studies (outcomes):
 - Difference between unprocessed and processed
 - Steps in planting/harvesting unprocessed foods (gardening)
 - The journey of common foods (case study) - wheat / bread
 - Where food comes from in Hong Kong
 - Why certain types of systems have been developed for the production and transportation of food

CHINESE

This term in Chinese classes we will explore organising ourselves through the topic of transportation. Students in some pathway classes will focus on concepts of function and have general discussions on how to get around in a community.

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.

