



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

WHO WE ARE

In their first unit of the year, the Y3 students will be inquiring into the nature of 'self' and human relationships. We aim for this work to support their settling in period as new classes have been formed and new friendships are emerging. We will be focusing on the central idea 'relationships can be improved through an understanding of perspective', developing students' awareness of social conventions when we interact with others and their responsibility within relationships. Students will be learning about being principled and open minded as well as being effective communicators. Over the course of the next six weeks we will help the children understand more about the importance of respecting others, accepting responsibility and resolving conflict. As the children develop their thinking skills we aim for them to develop a deeper understanding of dialectical thought, knowing that others may have a different opinion than their own.

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

Developing vocabulary:

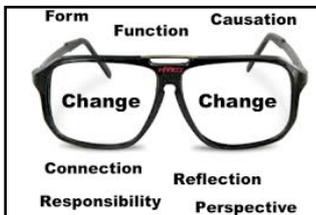


Key vocabulary used in this unit will be:

cooperation, likes, dislikes, differences, similarities, learning styles, negotiation, roles, discuss, friendship, conflict, values, confidence, choices, responsibilities, perspective, points of view, behaviour, social skills, relationship, principled, open minded, communication, respect

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 perspective, responsibility and reflection. Over the next few weeks try to ask your child lots of questions to develop their ability to reflect on their own actions or those of others ('Why do you think they did/thought that?'), to develop an understanding of responsibility ('Who could make a difference to this situation?') and to explore the concept of perspective ('What would someone else think of this?' 'What would you do if you were in this situation?'). These questions, asked in any context, will support the work we do in school.

Fun things to do together:



Read stories to your child and discuss characters' emotions, identifying the evidence you have gathered to inform you (words, pictures, personal experience). See if you can retell stories from a different point of view. Collect pictures of different emotions from magazines. Make a photo book of your child demonstrating different emotions. Talk to your child about minor conflicts you have been involved in and discuss how they were resolved - or how you might have dealt with them in a different way.

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:

When reading, children will work to develop personal preferences, selecting books for pleasure and information. They will also discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways. In writing, students will work on organising their ideas in a logical sequence. We will be focusing on narrative writing, particularly looking at examples of and writing our own complications and resolutions. Students will continue to work on the conventions of writing as they become more consistent with adding capital letters, full stops, question marks and explanation marks. During listening and speaking engagements, students will work to anticipate and predict when listening to text read aloud and pick out main events and relevant points in oral texts. When viewing and presenting, students will be engaged in recognising and naming familiar visual texts.

MATHS

Students will explore place value, base 10, addition, subtraction, counting in 2's, 5's & 10's, odds and evens. They will be developing their use of problem solving strategies and their understanding of data handling:

- Different graph forms highlight different aspects of data more efficiently
- Objects and events can be organized in different ways
- Sort and label objects and numbers (inc odd and even) into sets and subsets by one or more attributes (Venn diagrams)
- Create pictographs and bar graphs from a set of real objects
- Design a simple survey, collect (tally marks) and display data (pictograph, bar graph)
- Interpret pictographs and bar graphs using appropriate vocabulary (more, fewer, less than, greater than, same etc.)

SCIENCE and SOCIAL STUDIES

The key skills used in this unit will be:

Social Skills

Accepting responsibility

Being willing to take on a share of the responsibility in the classroom, the shared areas, within teams/groups, as they move around the school

Respecting others

Listening to others; recognising that other people's viewpoints/perspectives may differ from their own

Resolving conflict

Listening to others; being aware of and using strategies for conflict resolution (WITTS); being fair

Thinking skills

Dialectical thinking

Knowing others may have a different opinion

P.S.P.E.

Students will practise working cooperatively and demonstrating respect for the skills and abilities of other students. Games that have cooperative and communication elements are included. These lessons will focus on partner activities, relays, large/small group challenges and parachute activities. They will explore a variety of playground games and continue to practice and refine their running and dodging skills while using various types of P.E. equipment.

CHINESE

Year 3 children have daily Chinese lessons of 45 minutes this year. Children will revise the language content that they learnt in Year 2. We will mainly make a link to the unit "who we are" through concepts including: perspective, responsibility and identity. Through the topics of myself and body parts, students will focus on describing each other's appearances in Chinese language.

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.

