



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.

## Year 4 Unit Overview

# Who We Are

In their fourth unit of the year, the Y4 students will be inquiring into their own identity, beliefs and values and the ways in which people interact with one another through the social studies strand "social organisation and culture". We will be focusing on the central idea **'Learning about who we are helps us to develop and strengthen our beliefs and values.'** During this unit we will be developing students' awareness of their own individual strengths, beliefs and values and how these are developed and shaped throughout our lives. Students will be learning about and exploring the Learner Profile attributes of being **balanced**, **reflective** and **risk takers**. Over the course of the next six weeks we will help the children understand more about the importance of **integrity**, **respect** and **empathy** as we explore the similarities and differences between our strengths, beliefs and values and those of others. As the children develop their **thinking skills** we aim for them to gain a deeper understanding of **metacognition**, particularly knowing that others may have a different opinion than their own. Students will also develop their social and self management skills of **accepting responsibility**, **informed choices** and **healthy lifestyle**.

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

### Developing vocabulary:

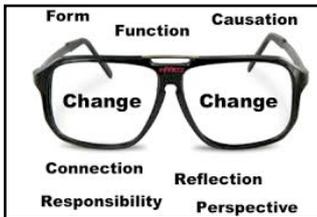


Key vocabulary used in this unit will be:

character, strength, belief, value, choice, influence, respect, lifestyle, empathy, wellbeing, develop, identity, experiences, balanced, reflective, risk taker, role models, heroes, mindset, positivity, emotions, relationships, happiness

**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 **form/reflection**, **connection**, and **responsibility**. Through the lens of form/reflection we will be inquiring into 'character strengths' and how these strengths help shape our beliefs and values. We will be exploring connection as we look at how knowing about our character strengths and those of others connects with our wellbeing and mindset. Finally we will be exploring responsibility as we discuss how our strengths can be used to positively impact ourselves and those around us. These questions, asked in any context, will support the work we do in school.

### Fun things to do:



Read stories with your child where the character(s) reflect positive character strengths, such as fairness, kindness, honesty, and discuss these. Explore the character strengths, values and beliefs you have as a family, those that your child might have and those that you have. What are the differences? Why are there differences?

<http://www.viacharacter.org/www/Character-Strengths> (This site will take you to information about the character strengths. You can even do a quiz to find out your strengths!) Talk about what makes you happy and what makes you a happy family. What things can you continue doing, do more or less of to gain more happiness?

### 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 be discussing personality and behaviours of storybook characters, commenting on reasons why they might react in particular ways. In doing this students will be developing the reading strategy of inferencing. This strategy will help them use information presented in the text to answer questions such as "Why did the character behave this way? Why did the character feel this way?". In developing this strategy students will also be developing their ability to think metacognitively as they begin to answer questions based on reasoning. Students will also continue their work with making connections. As they read and discuss character traits they will be making connections between text, self and world. In writing students will be keeping an ongoing journal as they begin to learn more about who they are and what their character strengths are. This journaling will be modelled for them and the conventions and processes of writing will be taught through this text type. Along with the development of writing students will also be developing the concept of reflection and their ability to reflect through their journaling.

### **MATHS**

Throughout this unit students will be exploring the math strands pattern and function, number and data handling. With pattern and function they will be investigating patterns using using words, symbols, numbers and tables. They will be creating patterns of their own and also identifying rules for patterns and making predictions about future terms. In number we will continue work with multiplication and division as they work to describe patterns in multiplication and division facts including their inverse relations and identifying and describing properties of prime and composite numbers. We will continue our work with addition and subtraction solving problems and using estimation to check reasonableness of our answers. Though the unit of inquiry we will be applying our data handling skills as we collect information about our classes character strengths, analyse and graph the results.

### **P.S.P. E./Social Studies**

This unit will focus on exploring the PSPE strand, identity and the Social Studies strand, social organisation and culture. In doing so by the end of the unit students will be able to recognise personal qualities, strengths and areas of growth for themselves, analyse the behaviours and actions of role models to identify character strengths, identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions, use their understanding of their own emotions to interact positively with others and design an action plan for themselves to address their areas of growth.

### **CHINESE**

This term the children will explore who we are through texts and topics on myself, body parts, countries and hobbies etc. We will also have general discussion on Chinese belief related to Taoism, Buddhism and Confucianism.

**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.**

