



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.

Y5 Unit Overview

Where We Are in Place and Time

In our first Unit of Inquiry the Y5 students will be inquiring into the personal histories, migrations of human kind and the various perspectives that are associated with them both locally and globally through the central idea **'Human migration presents risks, challenges and opportunities'**. We will investigate this through the concepts of Causation ('*Why is it like it is?*'), Change ('*How is it changing?*') and Perspective ('*What are other points of view?*'). Throughout the unit we will be developing our **research skills**, focussing on collecting information, organising it and presenting it, our **communication skills** through writing and our **thinking skills** by looking at dialectical thought (different perspectives). Throughout the unit we will develop our ability to be **inquirers** and to become more **knowledgeable**. Through this work we will be looking for children to develop their understanding of **empathy** and **tolerance**.

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

Developing vocabulary:



Key vocabulary used in this unit will be: migration, opportunity, risk, challenge, empathy, tolerance, differences, push and pull factors, consequences, economic, social, culture, society, imposed, voluntary, migrant, immigrants, emigrants, settlers, refugees

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**, **change** and **causation**. Over the next few weeks try to ask your child lots of 'Why' questions as they begin to explore the reasons why people move from one place to another. Ask your child 'How' questions as they explore the concept of change and investigate how migration can change communities and the people there. Finally ask your child 'What' questions as you discuss what the different points of view are with regards to migrations past and present.

Fun things to do together:



This unit will begin by exploring the students own personal/family migration. Take time to explore your family's past, where their ancestors came from and how they came to live in Hong Kong. Look at and bring in old photos to help them explain their families migration story. Visit the History Museum and find out about Hong Kong's history and how it became such a populated place to live. Explore current news across the globe and find examples of where migration is happening now. Discuss the reasons for this migration and the challenges, risks and opportunities it may present.



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:

Information texts will frame our work on reading and writing this term, with a particular focus on informational narratives. In addition, students will:

- Use basic punctuation that is mostly correct, eg when punctuating dialogue
- Use simple and compound sentences that are grammatically correct and have a variety of structures, beginnings and lengths and use some complex sentences that are mostly grammatically correct.
- Use planning aids to plan and organise writing, eg flow charts, storyboards
- Check punctuation, variety of sentence starters, spelling and presentation (edit)
- Use a dictionary and thesaurus to check spelling accuracy, broaden vocabulary and enrich their writing
- Read and demonstrate comprehension of texts by:
 - - selecting events from a text to suit a specific purpose
 - - identify the main idea(s) citing supporting detail
- Realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience

MATHS

- Collect, organize and represent data (including bar and line graphs, 3 ring Venn diagrams, pie charts, Carroll diagrams and tree diagrams) where one object or symbol can represent many data values
- Interpret and draw conclusions from data using range, scale and mode on graphs
- Describe the advantages and disadvantages of data representation forms, answering and suggesting questions that can be answered
- Read, write and compare 12 and 24 hour time systems and convert between them
 - - Connect 12 and 24 hour time to timetables
- Solve problems involving difference in time
- Partition - rename numbers up to 1,000,000 (direct link with Unit of Inquiry)
- Apply place value to partition and rename numbers to tenths and hundredths.
- Recognise and order numbers to millions or beyond
- Recognise, model and order decimal fractions to hundredths or beyond.
- Round decimal fractions to the nearest whole number

SCIENCE and SOCIAL STUDIES

- identify reasons why people migrate
- analyse ways that people adapt when they move from one place to another
- share family stories
- investigate 'short-term' and 'long term' impact on the 'new' society
- compare and contrast two or more different migrations

CHINESE

This term the topics of country and continent, nationality and transport will be included in Chinese in some classes. Chinese stories related to migration and change will be used for class discussion and follow-up writing work. Also we will have general discussions on concepts of perspective and change. The rest of the classes will cover standalone language content.

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.



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