



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

Sharing the Planet

In our fifth Unit of Inquiry, the Y3 students will be inquiring into our rights and responsibilities in the struggle to share finite resources with other people and other living things. This will be explored through the central idea **'Water is a finite resource that is not shared equally.'** We will investigate this through the concepts of Form (*'What is it like?'*), Causation (*'Why is it like this?'*) and Responsibility (*'What is our responsibility?'*). Throughout the unit we will be developing our **communication skills** – in particular when viewing and interpreting a range of multimodal texts and in presenting our findings using visual media. It is hoped that the students will take personal action by making **informed choices** as a result of their learning. As the unit develops we will consider the importance of being **reflective** and **caring** in order to make a positive difference in the lives of others and in the world around us.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

Conservation, finite, resource, reservoir, access, drought, condensation, water vapour, evaporation, precipitation, sustainable, 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 **form**, **causation** and **responsibility**.

Over the next few weeks try to ask your child questions to develop the concept of form (what is it like?) Where does our water come from? How does it get into our homes? To develop the concept of causation (why is it like it is?) questions such as how would our lives be different if the water system stopped working? To develop the concept of responsibility (what is our responsibility?) discuss ways that our actions can make a positive difference to the conservation of such a precious, natural resource.

Fun things to do:



Investigate how much water is used in your family – are more baths or showers taken? Keep the plug in the bath whilst taking a shower – how does the amount of water used compare to the amount used for a bath? How could water collected in dehumidifiers be reused? Visit the Hong Kong Water supplies website to find out about water saving tips and the 'Let's Save 10L Water Campaign' to find out what you could do as a family to reduce your water consumption.


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.**



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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 the students will be developing the reading comprehension strategies of 'making connections', helping students to relate the text to their own prior knowledge and 'synthesising', combining prior knowledge with new information to create new ideas and opinions. In writing the purpose of familiar text forms will be explored with a particular focus on the main idea and details using key words. In speaking and listening, oral presentations will be analysed in order to determine what makes a good presentation in terms of word choice and the use of visual images.

MATHS

Throughout the Unit of Inquiry the students will have the opportunity to estimate, compare and measure capacity and volume using standard units of measurement. In data handling they will be interpreting and drawing conclusions by comparing more than one data representation. Using place value to order, partition and re-name four digit numbers will be the focus in number as will rounding to the nearest 10 or 100.

SCIENCE and SOCIAL STUDIES

As students explore the strands 'Human and Natural Environments' and 'Earth and Space' they will work towards the following outcomes:

- Understand the importance of water for people and other living things
- Know that usable fresh water makes up only a small part of all the water on Earth
- Analyse the systems of water shortage and usage, both natural and human made
- Suggest ways to reduce water consumption
- Implement actions to reduce water consumption
- Recognise that water exists in the air in different forms and changes from one form to another through various processes

CHINESE

This term in Chinese students will be exploring sharing planets through the key concept of responsibility. We will focus on water conservation and students in some pathway classes will work on water saving poster. They will also explore water radical and work on characters associated to water.

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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