



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 WHO WE ARE



In our second Unit of Inquiry, the Year 5 students will be inquiring into rights and responsibilities and what it means to be human through the central idea **'People have access to rights and responsibilities that can look different'**. Throughout the unit we will be developing our **thinking skills** by **analysing** how rights can look different for different people as well as **dialectical thought** as we explore issues from different perspectives. We will develop **self management skills**, working on **making informed choices** and **social skills**, working on **accepting responsibility**. Throughout the unit we will develop our ability to be **principled** and **reflective**, both being particularly important in a unit based around human rights, wants and needs. We would like the children to develop their ability to be **empathetic** and **respectful** during this unit of work.

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

### Developing vocabulary:



Key vocabulary used in this unit will be: rights, wants, needs, responsibility, choice, privilege, adversity, freedom, open minded, access, dignity, roles, freedom, upheld

**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 **function**, **reflection** and **responsibility**. Over the next few weeks try to ask your child lots of questions that encourage them to consider how things work and how they know, or how they could find out this information. Over the next few weeks take the time to talk to your child about responsibilities that s/he has and why they have/should have these responsibilities.*

*Talk around these concepts in any context will support the work that we are doing in school.*

### Fun things to do together:



Read stories together and discuss characters' responsibilities or rights. Discuss responsibilities within the family. Find out what you can about children's rights. Imagine you could create your own country - what rights would people have there? Consider: What are your rights at home? Are they different from your freedoms? Read or listen to the news. Can you help your child identify issues surrounding human rights? Contact local organisations and find out how they support human/children's rights within Hong Kong. How can you and your child help them with their cause?

### 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:**

Students will be expected to articulate how a range of text forms vary according to purpose, structure, organisation and language features, with a particular focus on persuasive techniques. They will work to identify the difference between fact and opinion and to draw their own conclusions from a text. Students will inquire into ways in which information can be delivered to affect meaning using a range of techniques and how personal experience can add meaning to a text. When writing students will be encouraged to develop their use of simple, compound and complex sentences using a variety of structure, beginnings and endings. We will explore the text type: exposition. Students will look at different forms of persuasive texts and will be given an opportunity to write persuasively. They will be developing their use of punctuation, in particular when writing dialogue. Over the course of this unit students will listen and respond to a range of poetry. Students will also be looking at and analysing images to identify different perspectives.

### **MATHS**

Over the next few weeks our outcomes in Maths will be:

- Read, write, compare and order common fractions and decimal fractions to hundredths or beyond
- Understand the relationship and convert between common fractions and decimal fractions
- Convert between units using decimals to at least one place (e.g. change 2.6 kg to 2600g)

We will continue to develop students understanding of:

- 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**

As students explore the strand 'Social Organisation & Culture' they will work towards the following outcomes:

- be able to identify his/her own rights and how they work (function)
- explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures
- describe how organisations and individuals work to uphold the rights of children
- explain the need to act responsibly in relation to having rights (responsibility)
- compare and contrast different situations where access to rights look different (reflection)

### **CHINESE**

Students in some Year 5 classes will explore Who We Are through stand alone language work. They will make a poster entitled "I am unique" to introduce themselves. They will also conduct some interactive interviews to find out about each other through Chinese language. General discussions will be held on rights and responsibilities.

### **MUSIC**

Students have been working on recorder playing in duets and will soon form an ensemble of recorders using different sizes and playing arrangements of songs. They are also exploring world music linked with their UOI, thinking about the opportunities and risks associated with different techniques and conceptual understandings of techniques used in different world music and the idea of fusion. They continue to have many opportunities to sing regularly.

**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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