



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

### How We Organize Ourselves

In their fifth unit of inquiry, the year 3 students will inquire into the Social Studies Strand “**Human Systems and Economic Activities.**” The students will investigate the concepts of systems, interconnectedness and distribution through the central idea “**Many food products go through a process of change and interconnected systems.**” Through this unit the students will gain an understanding of the systems for producing and distributing food and look at the basics of how they work. They will explore the many different changes that food goes through from farm to distribution. Students will also gain an awareness of the concept of connection as they find out about the many different interconnected systems at play to get food from the farms to our tables. Throughout the unit students will become more **knowledgeable** about the world around them and how the food they eat gets distributed. Along with this disposition students will develop **curiosity**, asking questions about where their food comes from and how it gets to their plates. Students will develop their communication skill of **presenting** as they learn to use a variety of multimedia tools to present their learning. Along with this skill students will also develop their **comprehension** skills as they learn to summarise their learning into a flow chart for their final assessment piece.

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

**Developing vocabulary:** Key vocabulary used in this unit will be:



systems, function, organise, community, interconnected, farming, harvesting, distribution, preservatives, packaging, change, process, production, transportation, freezing, drying, canning, retailers, grocery store, global, local

**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, change** and **connection**. To develop the concept of function talk to your child about where our food comes from, how it might get there and what systems are needed to get it from the farm to the table. The concept of change can be developed by talking with your child about the processes food goes through from harvesting to packaging. Which food is fresh and which food requires preservatives to make it last longer? To develop the concept of connection talk to your child about where the majority of your food originates. Which country do you tend to buy food from and why?

**Fun things to do together:**



Go shopping! Take a look around your local supermarket and observe the different countries we can purchase food from. Map it! Have a look in your cupboards and fridge. Where does most of your food come from in the world and which systems are needed to get it to your home? Try planting edible foods. Can you grow enough to make your own meal? This unit is also a great opportunity to talk with your child about his/her own choices when it comes to food. How much “clean” food do they eat and how much food is filled with preservatives? Try eating “clean” for 1 week and document how it makes your body feel.

**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:**

In writing, students will be focusing on the genres of explanation and procedural writing. Students will look at how both of these texts are structured and will use this knowledge to organise their own ideas and information into a logical sequence, such as a flow chart. Students will continue their sentence work, exploring both simple and compound sentences and applying their understanding of punctuation to their own work. In reading, students will continue to work on the reading strategies comprehension and synthesis. We will work more on being able to identify the main ideas explicit in simple texts and also knowing how to combine prior knowledge with new learning as we read. We will continue our work with viewing and presenting particularly focusing on exploring maps, flow charts and pictures linked with our inquiry. Students will explore the different purpose and features of each.

### **MATHS**

In maths students will be doing investigations around the following outcomes:

#### **Pattern and Function**

- Investigate, describe and represent patterns with numbers and other symbols
- Identify missing elements in patterns

#### **Measurement:**

- Locate features on a grid using coordinates
- Describe direction and position using mathematical language for example describing rotations: whole turn; half turn; quarter turn; clockwise and anticlockwise
- Create and interpret simple grid references to show position and pathways (e.g.: A4)

We will continue our **number** work by addressed the following outcomes:

- Apply place value to partition and rename four-digit numbers
- Recognise, model, represent and order four-digit numbers
- Round numbers to the nearest 10 or 100

### **SCIENCE and SOCIAL STUDIES**

- know that different materials can be combined, including mixing, for a particular purpose
- understands that things can be done to materials to change some of the properties (e.g. heating, freezing, mixing)
- understands difference between unprocessed and processed foods
- can identify the steps in planting/harvesting unprocessed foods (gardening)
- can record the journey of common foods
- understands why certain types of systems have been developed for the production and transportation of food

**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.**

