



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

Where We Are in Place and Time

In their fourth unit of inquiry, the year 3 students will inquire into the central idea, **“Population and changes have an effect on people and the environment.”** The students will investigate this social studies unit through the concept of *population*. They will explore population changes and the effects of those changes on the environment. They will also investigate the positive and negative consequences of such changes on housing, landscape, recreational spaces and more. Along with the investigations into population change and the consequences of these changes students will spend time discussing the various perspectives people have when there is an increase or decrease in the number of people living in an area. Through all of these inquiries students will develop their understanding of what it means to be **curious** about the world around them and the disposition of being **knowledgeable** as they gain more knowledge of issues that are both local and global. Students will gain the thinking skill of **analysis** as they look at different elements associated with increase and decrease in population and also the thinking skill of **dialectical thought** when they examine the various perspectives associated with these changes.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

population, reasons, causation, change, environment, landscape, impact, consequences, adapt, perspective, history, past, present, future, lifestyle, patterns

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 **change**, **causation** and **perspective**.

Over the next few weeks try to ask your child lots of questions to start discussion about how and why things change, what changes they have experienced and the causes for those changes. Also explore their perspectives about changes that have occurred in their lives such as moving house, moving schools, growing up etc. Spend time exploring cause and effect relationships such as what would be the effect if everyone had to use public transportation or if one million people suddenly moved into your city/town.

Fun things to do together:



Explore different areas of Hong Kong from really condensed areas such as TST and Causeway Bay to areas with less people such as the New Territories. Discuss the differences in population and the reasons that people would choose to live there. Look at different countries and explore the size and populations. Discuss the differences and why they think the population is different. Would they rather live somewhere that has less people? Why? Why not? Design a town that can accommodate the needs of 1 million people. What would you need to have? What would you want to have?

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:

Children will read and demonstrate their comprehension of texts by making inferences and visualising. Students will gain information about the unit from a variety of texts, both fiction and non-fiction. In writing they will begin to proofread, edit and publish their writing and improve their planning skills through drawing and jotting their ideas. They will practice their writing skills by writing expositions. We will focus on the importance of adding supporting details to our arguments. To develop listening and speaking skills, students will be using language to inquire, explain and compare. As students present their learning we will be exploring the criteria needed to present in front of an audience and the importance of being a good audience as well.

MATHS

The main focus for our maths will be around the concept of fractions. Students will read, write and compare fractions, use the language of fractions, find fractions of shapes, numbers and quantities along with adding and subtracting fractions and comparing improper fractions and mixed numbers.

Along with this fraction work we will continue to handle data, particularly interpreting data and drawing conclusions by comparing more than one data representation. Much of our work with data will be done through our unit of inquiry when we are exploring numbers and data associated with population changes.

SCIENCE and SOCIAL STUDIES

As students explore '**Human and natural environment**' in Social Studies, they will work towards the following learning outcomes:

- How population growth has contributed to environmental changes
- Describe how peoples' activities influence places and the environment and are influenced by them
- The various ways people adapt to a changing environment
- People alter the physical environment by creating (buildings, roads, malls...)
- Explore where people and places are located and why they are there

In order to develop our social studies skills we will focus on analysis and dialectical thought as we explore the past, the future, places and society as well as use and analyse evidence from a variety of historical, geographical and societal sources.

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.

