



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 their third unit of the year, the Year 3 students will inquiry into the social studies strand “**Resources and the environment.**” The students will explore the concepts of finite resources and equality through the central idea, “**Water is a finite resource that is not shared equally.**” Throughout the unit students will inquire into the finite nature of water, why people around the world have difference access to useable water and potential solutions to ensure everyone has equal access to fresh water in the future. These lines of inquiry will be explored through engaging activities such as “lock tap day”, water purification experiments and exploring and creating information graphics about water usage and availability. The students will further develop their communication skill of viewing. They will discover how to read a range of multimodal texts for information such as information graphics, videos, websites and books. They will learn how to carefully select images and language in order to create their own information graphic about water usage around the world. Students will also develop their research skill of organizing data. They will be presented with a lot of different kinds of data in the form of graphs, tables and statistics. They will discover how to sort and categorize that information and present it in a useable format. Throughout the unit students will develop their understanding of the attributes of being **caring** and showing **appreciation**. As they learn about water inequality we hope they will become very appreciative of the fact that access to useable water isn't something they need to worry about currently. We hope that the children will carefully consider how water is used in their daily lives.

**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, sustainability, equality, action, caring, appreciation, well, desalination

**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? What is the water cycle? 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? Why do people have different access to water? Why is water a finite resource? 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. How has technology been used to solve some of the problems associated with access to water?

#### 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 most recent water saving campaigns happening in Hong Kong. Take a trip to the Ma On Shan water treatment facility to find out the process our water goes through to make it safe for drinking.

#### 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 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. We will focus on how colour, shapes, symbols, language and layout work together to convey a message to an audience.

### **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.

We will continue our work with the number strand and address the following outcomes:

- Recall addition facts of multiples of ten to at least 100 and related subtraction facts
- Model addition and subtraction of whole numbers
- Solve addition problems (including real life and word) using appropriate written and mental strategies
- Solve subtraction problems (including real life and word) using appropriate written and mental strategies.

### **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 and know what makes water a finite resource
- 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
- Recognise that water exists in the air in different forms and changes from one form to another through various processes

**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.**

