



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

# WHO WE ARE

In their first unit of the year, the Year 3 students will be inquiring into the social studies strand "social organisation and culture." The central idea for this inquiry is: **Relationships are affected by the way people communicate.** During this inquiry they will explore the relationships that they are apart of and reflect on the various ways in which they interact in those relationships. The students will learn positive communication strategies that they can then apply when interacting with others and will explore their responsibility when involved in those interactions (relationships). Students will develop understanding of the Learner Profile attributes of being **principled** and **communicators** and how these can help them develop and maintain positive relationships. Over the course of the unit we will help the children understand more about the importance of **empathy** and **respect**. As the children develop their social skills of **respecting others** and **resolving conflicts** we expect them to be able to state their opinion without hurting other's feelings as well as be able to use their thinking skill of **application** to apply the communication strategies they've learned to help overcome conflicts.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

cooperation, likes, dislikes, differences, similarities, learning styles, negotiation, roles, discuss, friendship, interactions, conflict, values, confidence, choices, responsibilities, perspective, points of view, behaviour, social skills, relationship, principled, open minded, communication, respect, strategies

**Please consider using your Mother Tongue to develop your child's understanding of these words.**

### Conceptual questions:



This unit will be addressed through the concepts of **form**, **perspective** and **reflection**. Over the next few weeks try to ask your child lots of questions to develop their ability to describe what things are like (form) such as, "What are some communication strategies you could use when working with \_\_\_\_?" "What strategy would help you with this conflict?". To explore the concept of reflection ask your child to think about their own actions or those of others through questions such as "Why do you think they did/thought that?" "Would you have made the same choices?" To learn more about the concept of perspective have your child consider things and events from different points of view. "How do you think both people felt?" These questions, asked in any context, will support the work we do in school.

### Fun things to do together:



Read stories to your child and discuss the problems characters encountered and how they overcame these problems/challenges. Collect pictures of different emotions from magazines. Make a photo book of your child demonstrating different emotions. Talk to your child about minor conflicts you have been involved in and discuss how they were resolved - or how you might have dealt with them in a different way. Create a problem scale with your child, identifying the seriousness of problems (example: glitch - small problems, I can solve on my own, huge - big problems that need an adult. Talk with your child about the strategies they are learning about and have them teach younger siblings at home.

### 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:**

When reading, children will work to develop personal preferences, selecting books for pleasure and information. We will be introducing students to a variety of reading strategies in order to find out which strategies they are confident with and those that they need to work towards. They will also discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways. In writing, students will work on organising their ideas in a logical sequence. We will be focusing on narrative writing, particularly looking at examples of and writing our own complications and resolutions. Students will continue to work on the conventions of writing as they become more consistent with adding capital letters, full stops, question marks and explanation marks. During listening and speaking engagements, students will work to anticipate and predict when listening to text read aloud and pick out main events and relevant points in oral texts. When viewing and presenting, students will be engaged in recognising and naming familiar visual texts.

### **MATHS**

Students will explore place value, base 10, addition, subtraction, counting in 2's, 5's & 10's, odds and evens . They will be

developing their use of problem solving strategies and their understanding of data handling:

- Different graph forms highlight different aspects of data more efficiently
- Objects and events can be organised in different ways
- Sort and label objects and numbers (inc odd and even) into sets and subsets by one or more attributes (Venn diagrams)
- Create pictographs and bar graphs from a set of real objects
- Design a simple survey, collect (tally marks) and display data (pictograph, bar graph)
- Interpret pictographs and bar graphs using appropriate vocabulary (more, fewer, less than, greater than, same etc.)
- Understand that a graph has two axis to represent different information

### **SCIENCE and SOCIAL STUDIES**

This unit is done through the social studies strand "social organisation and culture". We will address the following outcomes:

- explain and demonstrate how differences can be solved (perspective)
- how to assume responsibility for a role in a group (responsibility)
- apply strategies in dealing with situations of personal conflict (reflection)
- know how to regulate their emotional responses and behaviours (reflection)
- recognise the different group roles and responsibilities (responsibility)

### **P.S.P.E.**

Students will practise working cooperatively and demonstrating respect for the skills and abilities of other students. Games that have cooperative and communication elements are included. These lessons will focus on partner activities, relays, large/small group challenges and parachute activities. They will explore a variety of playground games and continue to practice and refine their running and dodging skills while using various types of P.E. equipment.

**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.**

