



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 first 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 '**Personal and collaborative action can make a difference to how rights are upheld**'. Students will be inquiring into our rights, finding out what rights we have and why we have them. As they learn about rights they will also be discussing the responsibilities that come with having rights and finding out about people and groups who have taken action to ensure our rights are upheld. We will be focusing on developing students skills of **accepting responsibility, application and formulating questions**. We hope the students will be able to use these skills to conduct their own personal inquiries into rights and responsibilities. The dispositions of being **caring**, showing **commitment** and being **reflective** will also be discussed and developed throughout the unit.

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, adversity, freedom, caring, commitment, reflective, application, formulating questions, access, dignity, roles, freedom, upheld, countries, declaration, uphold, empathy, difference, privilege, Unicef, action

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 **causation, connection and responsibility**. To help your child develop the concept of causation try asking questions such as 'Why do we have rights?' 'What caused the creation of the declaration of children's rights?' When talking about connection ask questions such as 'What is the connection between a right and a responsibility?' Finally when talking about responsibility ask 'Is there anything we can do to ensure children's rights are upheld?' 'What action can we take?' Talking about 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? What responsibilities do you have? 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? Talk about how your rights as a child might have 'looked' different to their rights today.

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.

