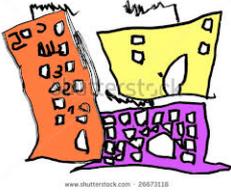
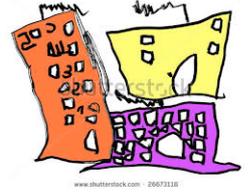




This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.



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 **'Children have rights and responsibilities that can look different'**. Throughout the unit we will be developing our thinking skills, in particular **dialectical thought** as we explore issues from different perspectives, offer our own opinions while at the same time listening to the opinions of others. We will develop our social skills, working on **accepting responsibility**. Students will explore the idea that with every right they enjoy there are a set of responsibilities that come along with it. Throughout the unit we will develop our ability to be **open minded** and **principled**, both being particularly important in a unit based around children's rights, wants and needs. Children will explore what children's rights look like in different parts of the world and be open minded to the fact that they often don't look the same.

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

Developing vocabulary:

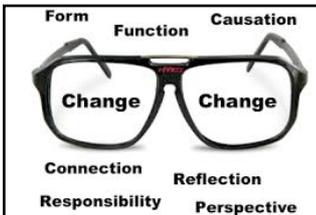


Key vocabulary used in this unit will be:

rights, wants, needs, responsibility, choice, adversity, freedom, open minded, access, dignity, roles, freedom, upheld, countries, declaration, uphold, empathy, difference

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**, **reflection** and **responsibility**.*

Over the next few weeks try to ask your child lots of questions that encourage them to consider what things are like (form) and how they know (reflection), or how they could find out this information. Questions such as what does the right to play look like for you and your best friend? How is it the same and different? What makes you say that? Also, take the time to talk to your child about responsibilities that s/he has and why they have/should have these responsibilities. 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?

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 students will focus on the reading strategy making connections and self monitoring. When reading we will ask students to make personal connections with a text, connect what they are reading to a familiar text and connect what they are reading to the wider world. Students will be expected to articulate how a range of text forms vary according to purpose, structure, organisation and language features, with a particular focus on persuasive techniques. They will work to identify the difference between fact and opinion and to draw their own conclusions from a text. Students will inquire into ways in which information can be delivered to affect meaning using a range of techniques and how personal experience can add meaning to a text. When writing students will be encouraged to develop their use of simple, compound and complex sentences using a variety of structure, beginnings and endings. We will explore the text type: exposition. Students will look at different forms of persuasive texts and will be given an opportunity to write persuasively. They will be developing their use of punctuation, in particular when writing dialogue.

MATHS

The math that is linked to the unit will involve data handling as students explore data and graphs related to children's rights globally. Along with this type of data we will also look at the large numbers associated with the graphs as well as looking at global statistics linked with children's rights.

Over the next few weeks our stand alone outcomes in Maths will be:

- Partition - rename numbers up to 1,000,000
- Apply place value to partition and rename numbers to tenths and hundredths
- Recognise and order numbers to millions or beyond
- Recognise, model and order decimal fractions to hundredths or beyond
- Round decimal fractions to the nearest whole number

SCIENCE and SOCIAL STUDIES

As students explore the strand 'Social Organisation & Culture' they will work towards the following outcomes:

- be able to identify his/her own rights (form)
- explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures (reflection)
- explain the need to act responsibly in relation to having rights (responsibility)
- compare and contrast different situations where access to rights look different (reflection)

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.



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