



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

How We Organise Ourselves

In their sixth unit the year 5 students are inquiring into the central idea **“Producers and consumers play interdependent roles in the economic system.”** During this unit they will explore the concepts of *systems* and *production*. They will look at the different parts that make up a successful economic system and where the producers and consumers interact within that system. Students will also explore the relationship between the producers and consumers and consider why they both need each other for the system to work. Finally they will inquire into why some products sell better than others, exploring the 4P's of business (product, price, promotion, position). Throughout the unit students will develop themselves as **courageous** business people where they will have to work both independently and collaboratively, taking risks and facing challenges to create products that will sell. Through all of this, **creativity** will become an essential disposition as students will be creating new products that must be competitive in the “economic system” at the K.J.S Market Day. The skills that will be developed throughout the unit are the communication skill of **presenting** and the self-management skill of **time management**. Both of these skills will be needed in the design and execution of their final products for market day.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

producers, consumers, interdependent, systems, economy, products, competition, price, promotion, position, supply, demand, design, entrepreneur, capital, budget, connection, viewpoints, courageous, creativity, presentation, prototype, business

Conceptual questions:



This unit will be addressed through the lens of **function**, **connection** and **perspective**. To help your child develop his/her understanding of function, talk about the different parts within an economic system. What role do these parts play in making it all work together? When exploring the concept of connection talk about the interdependence of the producers and consumers. Why do they need each other within the economic system? Finally, when exploring the concept of perspective you can talk with your child about why he/she thinks some products are more “popular” than others. What makes them more popular? Who makes them more popular?

Fun things to do:



This is a very engaging unit. Capitalise on this excitement and get involved in designing a product with them. What might be popular these days? Or, how could you innovate on something that already exists to make it even better? When you are out shopping, pay attention to and talk about the different strategies being used to promote products and services. Which ones do they think are more effective? Why? Take a look at the various ways in which products are promoted within Hong Kong. Which method of promotion is most effective? Why? Let your child experiment with a budget. If he/she needed to make a meal on a budget how would the money get distributed?

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:

Students will continue to read and demonstrate comprehension of texts with a particular focus on the reading strategies of visualising, questioning and summarising. When students are using these strategies they will be creating pictures in their minds as they read, asking clarifying questions to better understand the text and re-telling the story or the main ideas of the text in their own words. In writing students will be focusing on the genre of exposition/persuasive text, report writing and they will be writing to inquire through the form of survey writing. To help support the writing students are doing, through speaking and listening, we will be looking particularly at persuasive language as well as give them the skills they need to ask questions to gain information for their consumer surveys. When viewing and presenting students will revisit the skills they developed during their How We Express Ourselves unit, particularly identifying elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects

MATHS

In our Maths learning throughout this unit we will be focusing on the strands of: *number and measurement*. Through the number strand we will be exploring the following outcomes:

- Model, read, write and compare percentages understanding them as the number of parts in every 100
- Model addition and subtraction of decimal fractions up to hundredths
- Solve addition and subtraction problems including decimals in the form of money and measurement
- Round decimal fractions to the nearest whole number
- Model and solve simple problems involving ratio and proportion

Through the measurement strand we will be exploring the following outcomes:

- Read, write, compare 12 and 24 hour time systems and convert between them.
- Connect 12 and 24 hour time to timetables
- Solve problems involving difference in time

SCIENCE and SOCIAL STUDIES

This unit will be addressed through the strand *Human Systems and Economic Activities*.

Through that strand we will be exploring the following outcomes:

- Evaluate how people operate in economic activities
- Explain the interaction that occurs and the roles that people take in the production and consumption processes
- Recognise how systems develop and change in response to needs and wants
- Describe ways groups and individuals seek to resolve differences within and between themselves

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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