



**Y6 Unit Overview** - 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.

## How the World Works

In their fifth unit of inquiry, the Year 6 students will inquire into the central idea, **"The world is malleable and people can effect change."** During this unit, the students will use the [Design Thinking](#) cycle to upcycle an unwanted object or product or design a new purpose for an existing product. They will look at how things work - analysing the parts, purposes and complexities and how these parts are part of a system. They will also look at the environmental impact that changes in design can have relating closely to Global Goal 12 'Consumption'. Throughout the unit the students will develop their **thinking skills** with particular emphasis on thinking critically, divergently, creatively and empathetically. They will continue to develop their self management skill of **organisation** - planning and carrying out activities effectively and safely.

During this unit Mr MacArthur will be working closely with Year 6 in Visual Arts, with a view to teach drawing and sketching techniques. He will also help students develop process journals as a way of documenting their design thinking.

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

**KEY VOCABULARY** used in this unit will be:

design, upcycling, prototype, empathy, components, system, characteristics, critical thinking, creativity,  
**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 **function, connection** and **change**. Over the next few weeks try to ask your child lots of 'How does this work? 'What are the parts that work together?' questions as they begin to explore objects/products around them. Ask your child 'How could we change the design to make this product better or upcycle it?' as they explore the concept of change.

**FUN THINGS TO DO** This unit will begin by looking at how products are designed with an intended purpose or solving a problem. Look at unwanted items at home - could they be used in another way/for another purpose? Look at any single use products eg plastic water bottles. Could they be collected and made in to another object? Visit upcycling websites to get ideas of products that have already been upcycled. To promote divergent thinking choose an everyday object eg paper clip - what other ways could this be used other than its intended purpose? Look at prototypes of popular products eg mobile phones to see how designers develop their ideas during the design process.

**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”*

