



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.



Y4 Unit Overview

SHARING THE PLANET



Our second Unit of Inquiry is all about adaptation and evolution. The Y4 students will be inquiring into rights and responsibilities in the struggle to share finite resources with other people and living things through the central idea **'Changing environments cause living things to adapt'**. We will investigate this through the concepts of Change (*'How has it changed?'*), Responsibility (*'What is our/your role?'*) and Causation (*'Why has this happened?'*). Throughout the unit we will be developing our **research skills** by formulating questions, observing, interpreting data. Throughout the unit we will develop our ability to be **caring** and to be good **inquirers**. Through this work we will be looking for children to develop their understanding of **creativity** and **curiosity**.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

environment, adapt, curiosity, ecosystem, food chain, organism, rainforest, desert, habitats, change, responsibility, causation, extinction, pollution, impact, evolution

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 **change**, **causation** and **responsibility**. Over the next few weeks try to ask your child lots of 'Why?' questions to develop their ability to articulate their thoughts and to increase their understanding of why things may have changed. Try to initiate conversation about about roles and responsibilities your child may have in and around the home. Talk around these concepts in any context will support the work that we are doing in school.*

Fun things to do together:



Go on a walk to find plants and animals in Hong Kong. Discuss holidays you may have had in different countries, trying to remember the sorts of animals and plants you saw that were different to those you find in Hong Kong. Collect pictures or books about different environments. Go to the beach together and see how many creatures you can find. Investigate an ecosystem that interests you. Find out which animals are now extinct or face possible extinction in the future.

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.

During our Y4 camp experience we are using the motto 'leave no trace' in order to provoke personal action of the children being responsible for their own belongings and litter.



"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:

Over the next few weeks we will be looking at non-fiction books, using their contents, index and glossary pages. When selecting appropriate books students will be asked to skim and scan in order to decide whether or not they will be useful to their inquiry. We will further develop their summarising and note taking skills. When writing, students will be asked to use dictionaries and word banks to extend their vocabulary. They will have the opportunity to write for a variety of purposes using appropriate structures and features such as headings and diagrams and to use paraphrasing to group related information.

MATHS

Alongside our ongoing work on addition and subtraction students will be developing their ability to handle data and measure accurately. The learning outcomes in these areas are:

DATA HANDLING

- Interpret data and draw conclusions using a variety of scales
- Describe the advantages and disadvantages of data representation forms
- Collect organise and represent data (including bar and line graphs)

MEASURE

- Read, write, compare and order fractions and ratio
- Model and compare improper fractions and mixed numbers
- Count in quarters, halves and thirds

SCIENCE and SOCIAL STUDIES

As students explore the strand 'Living Things' they will work towards the following outcomes:

- Can explain that animals and plants are classified into groups and subgroups according to their similarities. (classification) Within groups of animals there are families and different species within these families (variation)
- Understands that the adaptation of living things to their environment has come about because of small differences that occur during reproduction, resulting in some individuals being better suited to their environment than others. (natural selection/variation) (causation/change)
- Understands that in the competition for materials and energy, those that are better adapted will survive and may pass on their adapted feature to their offspring. (natural selection) (causation/change)
- Know that the effect of human activity on the environment has already resulted in changes that are damaging to many organisms. (responsibility)

Music

Year 4 have been working hard at their recorder techniques and rhythmic reading skills and have started making programme music controlling various conceptual elements of music such as tempo, dynamics and texture. Students have been singing regularly.

Chinese

This term students in some pathway classes will be exploring and inquiring into Sharing the Planet through Chinese text "Birds and trees" focusing on interaction and interdependence of living things as well as our responsibilities. We will also have general discussion on key concepts including causation and change. The rest of the classes will cover standalone Chinese language contents.

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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