



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

SHARING THE PLANET



In our third Unit of Inquiry the Y5 students will be inquiring into living things and resources and the environment through the central idea **'Biodiversity relies on maintaining a balance within nature'**. We will investigate this through the concepts of Connection (*'How is it connected?'*), Causation (*'Why is it like it is?'*) and Responsibility (*'What is our responsibility?'*). Throughout the unit we will be developing our **thinking skills**, focussing on evaluation and application, our **research skills** as we continue to formulate our own inquiry questions and our **communication skills** through viewing and gaining information from different sources. As we begin to unpack and discuss our unit with the children we will be including them in the process of selecting which of the profile attributes and attitudes they think they will need to develop and display for this particular unit of inquiry.

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

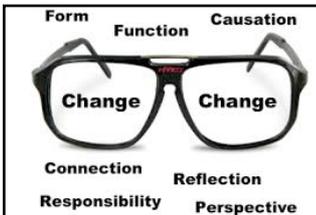
Developing vocabulary:



Key vocabulary used in this unit will be: biodiversity, biomes, ecosystems, balance, natural world, living, action, responsibility, causes, effects, consequences, conservation, interdependence, organisms, predators, prey, connection, invasive species, introduced species, endangered, threatened, consumer, producer, impact, environment

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 **connection**, **causation** and **responsibility**. Through the lens of connection we will be exploring biodiversity, why it is important and what we get from biodiversity. Through the lens of causation we will be looking at the causes affecting biodiversity, particularly the causes of human impact. Finally through the lens of responsibility we will be evaluating our own responsibility with regards to maintaining balance within the natural world.*

Fun things to do together:



Get outdoors! Go on a hike or go to a park and explore Hong Kong's natural world. What species or plants and animals do we have in Hong Kong? What ecosystems are here? Look at a map and explore the different biomes and where they are located. Create a diorama showing a biome and the species that live there. Watch some videos and help your child record information using this form of media. Read the newspaper looking for current environmental issues. Discuss with your child what can be done and what our responsibility is to maintain balance within nature.

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 be working on the strategy of *synthesising and inferencing*, as we use different sources of information and make sense of them in order to create explanations about biodiversity. As we read non-fiction texts we will also be using our strategy of *making connections* exploring how the text connects to our own lives and the world around us.

In writing students will be writing to explain. We will be explaining what biodiversity is and the causes and consequences of biodiversity loss. Students will be asked to go through the writing process and will be giving and receiving feedback from their peers in order to improve. As we write to explain, students will be using specific vocabulary linked to the unit in their writing.

In viewing and presenting students will be taught how to design their own website. They will be looking at how pictures and words work together to convey a message. Students will also explore the importance of color, font and images and how these work together in designing websites.

In speaking and listening students will continue to work on paraphrasing and summarising their thoughts before they speak.

MATHS

- Describe direction using the eight compass points
- Locate and record features on a grid using coordinates in two quadrants
- Uses known times tables facts to mentally multiply any 2 digit number by a 1 digit number
- Use efficient mental and written strategies for division
- Use estimation and rounding to check the reasonableness of answers to calculations
- Investigate and represent patterns using words, symbols, numbers, tables and graphs
- Identify rules for patterns to predict future terms
- Solve equivalent number sentences involving multiplication and division to find unknown quantities

SCIENCE and SOCIAL STUDIES

- Biodiversity includes diversity of individuals, species and ecosystems (connection)
- In any given ecosystem there is competition among species for the energy and materials they need to live. The persistence of an ecosystem depends on the continued availability of these materials in the environment. (causation)
- Maintaining diversity of species and within species is important. A reduction in the diversity of life can lead to significant ecosystem degradation and loss of ability to respond to changes in the environment. (causation/responsibility)
- The effect of human activity on the environment has already resulted in changes that are damaging to many organisms. (causation/responsibility)

CHINESE

This term the students in some pathway classes will be looking at plants and growing things to record the growing process of beans in Chinese language. Conceptual link to the unit will be included when we look at the change and evolution of the pictographic character system. We will also focus on radicals which form the root of character and work on formation of phrases in Chinese classes.

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.

