



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.

## Y6 Unit Overview

# SHARING THE PLANET

In our fourth Unit of Inquiry the Y6 students will be inquiring into *resources and the environment* and looking at how energy consumption leads to conflicts. Students will be investigating the various forms of energy and how the choices made about energy consumption can affect our future through the central idea **'The choices we make about how we use energy have consequences'**. We will investigate this through the concepts of Form ('What is it like?'), Causation ('Why is it like it is?') and Responsibility ('What is our responsibility?'). Throughout the unit we will be developing our **self management skills**, focussing on safety and spatial awareness when we complete science investigations along with time management skills as we plan and carry out our investigations. We will also continue to work on our **research skills** as we interpret information gained. Throughout the unit we will develop our ability to be **knowledgeable** and **thinkers**. Through this work we will be looking for children to develop their understanding of **respect**.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

conflict, choice, energy consumption, kinetic energy, potential energy, finite, renewable, non-renewable, gravitational energy, mechanical energy, sustainability, harnessing energy, transfer, conservation, electricity

**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**, **causation** and **responsibility**.

Over the next few weeks try to ask your child lots of "What?" questions to develop their ability to articulate their thoughts and to increase their curiosity what things are like (form). Try to initiate conversation about the causes and effects of things around them and why things are the way they are (causation). As well it is a good opportunity to talk about our responsibility in sharing the planet and our struggle to share finite resources such as energy. Talk around these concepts in any context will support the work that we are doing in school.

### Fun things to do together:



Begin to collect newspaper articles around issues of energy consumption and local and global conflicts surrounding energy use. Discuss with them strategies for handling conflict on both a personal, local and global scale. Look at the various energy bills you receive in your home and help your child understand how energy consumption is and can be measured. Discuss the reasons why conflicts of the past, present and future revolve around energy consumption and what we can do to help make a difference. Do some science experiments to explore how energy is transferred from one form to another.

### 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 writing students will use a range of text forms to communicate their messages. Some of those text forms might include explanations, reports, persuasion and even poetry. We will be expanding our scientific vocabulary and become confident using dictionaries and thesauruses both in books and online. In reading students will continue to add to their repertoire of reading strategies such as summarising, identifying main idea and key words skimming and scanning and also note taking. We will apply different strategies depending on the text being read. In speaking and listening students will be learning how to conduct and carry out surveys in order to gain information.

### **MATHS**

In maths students will continue to work on their ability to collect, organise, represent and interpret data including including bar, pie, line graphs and tree diagrams. We will be interpreting data including side-by-side column graphs. They will also be identifying potentially misleading data representations.

Along with this transdisciplinary maths we will also be learning how to:

- identify, describe, classify and visualize properties of circles using mathematical vocabulary
- estimate, compare, measure and construct angles within shapes
- use efficient mental and written strategies to add integers and decimals

### **SCIENCE and SOCIAL STUDIES**

- There are different forms of energy: chemical, kinetic, potential, mechanical, heat, light, sound and magnetic (form)
- Energy can be transformed from one form to another (form)
- Energy can be conserved and used efficiently. (energy conservation is the act of using less energy or saving energy; energy efficiency describes products and action that use less energy due to advanced technology and equipment) (causation/responsibility)
- There are renewable and nonrenewable sources of energy and both can be used to generate electricity. (responsibility/causation)

### **CHINESE**

This term students in some pathway classes will be exploring renewable energy under Sharing the Planet theme through some environmental issues and looking at the key concepts of causation and responsibility. We will also have general discussion on choice, behaviour, roles and responsibilities etc. Some link in the concept of form will also be included focusing on the structure and radical of Chinese characters.

**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.**

