



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 their third unit, the Year 5 students will inquire into Science strand **“Living Things.”** The students will investigate the concepts of biodiversity and interdependence through the central idea, **“Biodiversity relies on maintaining a balance within nature.”** They will inquire into the interdependence of organisms in the world by exploring different food chains and food webs and talking about what happens when part of the chain or web disappears. A visit to the Wetlands Park has given the students an opportunity to see for themselves how organisms interact with their environment. Through research the students will explore the causes of biodiversity loss including our (humans) roles and responsibilities for that loss. They will think about and discuss what action can be taken to maintain nature's balance. The thinking skills of **synthesis** and **application** will be taught and assessed throughout this unit. The students will be able to use these skills as they gain more information about biodiversity and develop new understandings. Through their personal inquiries they will be able to apply what they find out to case studies that interest them. Along with these skills students will also develop their understanding of what it means to be a **thinker** and the PYP attitude of **appreciation**.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

biodiversity, interdependence, nature, habitat, food web, food chain, responsibility, causes, balance, extinction, deforestation, population, climate, reliance, ecosystem, diversity, species, native, indigenous

### Conceptual lenses:



*This unit will be addressed through the lens of **connection, causation and responsibility**. The concept of connection will be discussed through questions such as ‘Why is biodiversity important?’ and ‘How are different living things connected?’ We will explore the concept of causation as we investigate the causes of biodiversity loss and what impact that loss has on humans and the environment. When discussing our responsibility within this inquiry we will not only be talking about our responsibility and what we can do but we will also be asking who else might be responsible and what are they doing to help maintain nature's balance.*

### Fun things to do:



This is a great unit to discuss with your child outdoors. Go for a hike and take time to observe the living things around you. What creatures are connected to each and depend on each other? Talk about the animals and plants that used to exist in Hong Kong and why they don't exist here anymore. Visit the parks around Hong Kong that are protected. Talk about why they are protected and what we gain from this. Look around your home at some of the products you wouldn't be able to live without. Where do these products come from? What animal or plant is used to make them? What might we not have in the future if we don't use things responsibly. Look through the newspaper. What current news is happening around the world that involves living things and the environment?

### 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.**

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*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 continue to develop a range of strategies to comprehend texts. They will be particularly focused on summarising and synthesizing information from the texts they read. When conducting personal research the students will be identifying relevant and reliable information and decide on appropriate ways to use it. In writing students will continue to write for a variety of purposes and audiences. The writing genre focus will be explanations. We will explore the language and structural features of this more scientific type of writing. The students will continue writing blogs as a way to synthesis their learning and write for authentic purpose and audience. When speaking and listening students will work on generating and modifying ideas and opinions through discussions. We will continue all of the work we've done with the viewing and presenting strand. Students will continue to work knowing how images and words work together to convey meaning.

### **MATHS**

The outcomes that will be addressed throughout this unit are:

- Describe direction using the eight compass points
- Locate and record features on a grid using coordinates in two quadrants
- Use 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

### **SCIENCE and SOCIAL STUDIES**

Students will be exploring this unit through the social studies strand 'living things'.

Some outcomes we hope to address are:

- 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.
- 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)

**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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