



“Success for Every Child”



Sharing The Planet

In their third unit, the Year 4 students are inquiring into the science strand “**Living Things.**” The students will explore the concepts of *adaptation* and *competition* through the central idea: **Living things survive and thrive in specific ecosystems.** Throughout the unit students will discover what adaptation and ecosystem mean and specific examples of each, how plants and animals adapt or respond to their environment, and how humans affect the environment and the things living there. During the unit students will develop their understanding of what it means to be an **inquirer** by developing their natural curiosity and developing strong skills to research and inquire into the answers they seek. They will apply this disposition during their personal inquiries into animal adaptations. Students will further develop their research skills as they work on being able to **comprehend** when they are researching scientific questions, as well as the skill of **observation**. Both of these skills will enable them to think and act more like scientists throughout the unit.

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/adaptation, species, respect, ecosystem, food chain, producer, decomposer, food web, non-living, connected, change, responsibility, causation, finite, resources, extinction, survive, thrive,

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 ‘Why?’ questions to develop their ability to articulate their thoughts and to increase their understanding of why things may have changed. Ask them



what adaptation and ecosystem mean and if they can identify examples of each. Discuss with your child why things adapt and what causes those adaptations. Pose questions around responsibility such as what impact do humans have on the environment and living things? Is there anything that we can do to reduce our negative impact? Encourage them to make connections to our last unit of inquiry, which was all about our consumer choice and the impact it has on the world around us! 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 them, using tools like **Big Universe** and the **Library Toolbox** found on **Splat**. Find out which animals are now extinct or face possible extinction in the future.

Taking 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.**

