



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.

Y3 Unit Overview

How the World Works

In their 5th unit of the year, the Year 3 students will be inquiring into the science strand 'Earth and Space.' The students will explore the Earth's natural phenomena through the central idea, **"A scientific understanding of natural hazards reduces the impact on human societies."**

The students will inquire into:

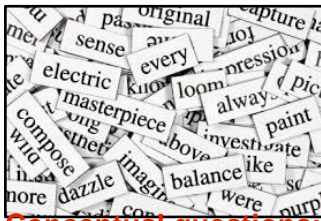
- The causes of natural hazards (causation)
- How humans can reduce the effect of natural hazards (responsibility)
- The impact natural disasters have on humans (connection)

Through these inquiries we hope students will understand that there are different causes of natural hazards and that a hazard only becomes a disaster when it harms or impacts human lives. We also want students to understand that there are things communities and individuals can do to minimize the effects of natural hazards but when they occur the impact they have on humans is varied and can be devastating. Through this unit, students will develop the disposition of being **knowledgeable** and will come to understand that being knowledgeable about the world around them can help empower them. Students will further develop the learner profile of a **thinker** as we explore case studies of people who have been impacted by natural disasters. They will continue to develop as researchers and communicators, particularly the skills of thinking for **comprehension**.

Through these skills students will learn more about how to collect and record information in their own words and present it in ways that others can understand and find engaging.

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

Developing vocabulary:



Key vocabulary used in this unit will be:

phenomena, hazard, natural disaster, hurricane, typhoon, tornado, volcano, tsunami, earthquake, prepare, warning, system, property, destruction, invention, technology, cause, country, respond, construction, impact, reduce, effect, affect, local, global, action, charity, models, empathy, present, communicate, knowledge, science

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

Through the lens of *causation* will be investigating questions such as 'What are the causes of natural hazards?' 'How does a natural hazard become a disaster?' 'Why are there different classifications for natural hazards?' Through the lens of *responsibility* we will be investigating questions such as 'What have people and governments done to reduce the effects of natural hazards?' 'What can we do to help ourselves and to help others?' Finally, through the lens of *connection* we will be investigating questions such as 'What are the different impacts natural disasters have on communities and individuals?' Any conversations you can have with your child about these concepts will support their learning at school.

Fun things to do together:



Many children seem to be naturally curious about this area of science so spending time with your child, reading and recording information about their area of interest would be beneficial. Do you know anyone who is or has been affected by natural disasters? If so, encouraging your child to formulate interview questions would not only support their content knowledge but would also support their research and language skills. Look at a world map and identify places in the world that are often impacted by natural disasters. Talk about preventative measures you could take as a family. Do you have a plan of action? Do you need one? Watch the news and read newspapers to find out where natural disasters are occurring. Do some science experiments to show how natural disasters occur.

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"