



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 child at home.

Y6 Unit Overview

SHARING THE PLANET

In their third unit of inquiry, the Year 6 students will inquire into the science strand "Resources and the Environment." The students will explore the concepts of energy and choice through the central idea, "**The choices we make about energy use have consequences.**" They will find out about energy through science experiments, investigating the forms of energy, both potential and kinetic. We will explore the different forms of renewable and nonrenewable energy sources, making comparisons between them. A feature of this unit will be a visit to the **Zero Carbon Building**. Throughout this unit the students will explore and research the concept of causation as they will look at the impact on our climate with the continued and increasing use of non-renewable energy sources. Responsibility will be a large focus throughout the unit as students will discuss regularly how our choices with energy use can make a difference. As a summative assessment, students will be creating a presentation (choice about presentation style) to educate an audience about their understanding of an energy form, sources and consequences of choices. They will be using a solutions focused mindset to create advice for an audience about how to make KJS a more eco-friendly environment. Through this unit students will be able to improve their research skill, **organizing and collecting data**. The communication skill, **presenting to others** will be a feature in the unit as students will be able to present findings about the different sources of energy at KJS, the efficient and sustainable ways of using clean energy and what we could as a school to take more responsibility and action to make a difference. Along with these skills students will also develop their understanding of what it means to be a **communicator** and **open-minded** for their own learning and for the betterment of the planet.

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, transformation, finite, renewable, non-renewable, gravitational energy, mechanical energy, sustainability, harnessing energy, transfer, conservation, electricity, conservation, commitment

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**, **connection** and **responsibility**. Through the concept of form ask your child questions such as how do we know something has energy or what are some different forms of energy? When discussing connection talk about the consequences of using different forms of energy and how it impacts us and other living things on Earth. Through the concept of responsibility ask the question, how do our choices, with regards to energy use, make a difference? Talking 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 different forms of energy and how countries make use of different energy sources. Explore issues associated with energy consumption and local and global conflicts surrounding energy use. Look at the various energy bills you receive in your home and help your child understand how energy consumption is measured. Discuss how energy is used and the potential ways that your family's energy consumption can be reduced. Create a family pledge about how you will reduce your energy use and how you can measure the impact of that pledge. 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!

"Success for Every Child"



