



Y5 Unit Overview - 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.

Sharing the planet

In the third unit, Sharing the planet, the children will inquire into the Science Strand, “Living Things” through the central idea:

Biodiversity is dynamic and dependent on various factors.

The lines of inquiry for this unit are:

- Benefits of biodiversity (connection)
- Factors that influence biodiversity (causation)
- Our responsibility for biodiversity (responsibility)

They will explore the big ideas that organisms and the environment are interdependent; that even small changes in an environment can have wide-reaching consequences; and that we all have responsibilities to maintain a balance within nature recognizing that even small actions can have a big impact.

The two focus skills for this unit are the thinking skills of analysis and synthesis. These skills will enable the students see the close connections between organisms in the environment, to be able to interpret information and draw conclusions, as well as combine their current learning with their prior knowledge in order to create new understandings. Along with these skills, students will also have the opportunity to develop their understanding of what it means to be a caring thinker.

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

KEY VOCABULARY used in this unit will be:

Benefit, influence, diversity, biological, species, genetic, environmental, ecosystem, interdependence, food-web, equator, equatorial, polar, temperate, zones, interpretation, interpreting, interpret, synthesis, synthesize, rain-forest, desert, tundra, urban, rural, endangered, protected, evaluate, measure, data, dynamic and factors

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

Some of the different questions we will be asking are:

Connection: the benefits of biodiversity

How can we measure, interpret and then understand the immediate KJS environment?

Why is biodiversity important? What factors make an environment biodiverse?

What do we gain from biodiversity?

Causation: factors that influence balance within the natural world

What causes an imbalance within the natural world and what are the effects of that imbalance?

What happens when things are removed or introduced into an ecosystem?

What are the factors causing biodiversity loss?

Responsibility: our responsibility to maintain biodiversity

Extension: Who else has the responsibility to maintain biodiversity? Are there examples when non-action is a good thing?

Core: As a responsible global citizen, what are my responsibilities to help maintain biodiversity? When we take action, how do we sustain it and measure its impact? How can we be sure that the action we take is necessary?

Structured: What are people doing to make 'built up' areas conducive to biodiversity? What can I do to encourage more

biodiversity in my local environment?

Feel free to explore these questions with your child as well.

FUN THINGS TO DO

- Notice biodiversity around your home and the places you go to for recreation, such as parks, hiking trails and the beach.
- Choose a *family cause*, a way of acting responsibly and taking a small action *together as a family* so as to try and protect biodiversity.
- Go for a walk in a country park and just enjoy the beauty and peace of our rural spaces.
- Start your own miniature wildlife reserve! Get some pots and other containers, add soil and water and grass seeds and watch as your “grasslands” develop. Then get even more excited as the wildlife (various bugs) arrive!

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 artefact into school because it relates to the learning 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.**