Sharing The Planet

**Central Idea:** People need to take responsibility for the sustainability of our natural resources.

Throughout this Unit of Inquiry, students will investigate the impact humans have on the Earth’s natural resources. They will inquire into the difference between non-renewable and renewable resources; focusing on their retrieval and use.

Students will establish their own inquiry questions, using their research skills to gather information from a variety of sources.

Students will consider their responsibility in conserving these resources, making informed choices based on facts and various perspectives.

During the Summative Assessment students will use their newfound knowledge and communication skills to demonstrate their understanding of the Central Idea.

**Concepts**

*Function:* How does it work?

*Responsibility:* What is our responsibility?

*Reflection:* How do we know?

**Lines of inquiry**

- Renewable and non-renewable resources
- Impact of retrieving and using natural resources
- Sustainability of natural resources

**Learner Profiles:**

- Thinkers
- Knowledgeable

**Attitudes:**

- Empathy
- Respect

**Habits of Mind:**

- Think Flexibly
- Questioning and Problem Solving

**Skills:**

- Informed Choices
- Collecting Data
- Non-verbal Communication

Introducing the new members of the Grade Three team:

H29 – Amanda Repusic – Filling in for Sarah for 4 weeks.

H33 – Jodi Bevis – Taking over from Claire for the remainder of the year.

Please make them feel welcome!
**How The World Works**
During our last inquiry, students investigated Earth’s natural slow and rapid processes. They inquired into the impact these processes have on people and places. They explored the Key Concept of Connection by gaining an understanding of how these processes and their impact are interrelated. Students demonstrated their understanding of the technology available that enables people to detect Earth’s changing processes. They investigated the impact of these scientific and technological advances on society and the environment and used this knowledge to design their own action plans that would help others during events such as earthquakes, tsunamis, floods, droughts or bush fires.

**Our excursion to Melbourne Museum**
To help the students consolidate their understandings about the Central Idea an excursion to Melbourne Museum was organised. Our trip to the museum involved watching Tornado Alley in 3D at the IMAX. This movie allowed students to experience the birth of a tornado and gain an understanding of the beauty and power of one of Earth’s most extreme weather phenomena. After the movie, students had the chance to explore the different exhibitions at the museum, including an exhibition called Dynamic Earth. This exhibition helped the students learn about the powerful forces that shape our planet, such as immense heat and pressure that transform rocks, tectonic plate movement that lift mountains, and ice, wind and water that shape Earth’s surface.

We all had a great day exploring and learning together!

**Numeracy Overview**
Our next major area in Numeracy within Number and Algebra will allow students to investigate different strategies with addition and subtraction. They will be particularly looking at the vertical strategy and renaming. Students will experiment with measuring perimeter and working with formal units; such as, millimetres, centimetres and metres. Students will also further explore locating and referencing items on a grid.

**Literacy Overview**
This term the Grade Threes will be continuing to explore explanation texts. Students will be writing explanation texts using the correct structure and features. They will be practising how to include features such as cause and effect and time connectives when explaining how we can sustain our natural resources in the world. They will also be focus on exploring non-fiction and fiction texts, where students will be summarising the main ideas and identifying text features such as verbs and tenses.