

# Sharing the Planet

## Central Idea: Living things need natural resources to survive Nursery Unit Newsletter

### Lines of inquiry

- Natural resources sustain life
- Our responsibilities towards natural resources
- Origins and forms of natural resources

### ATLs

- Self-management Skills
- Thinking skills

### Specified Concepts

- Connection
- Change
- Responsibility

### Additional Concepts

- Wellness
- Expression

### Learner Profile

- Thinker
- Knowledgeable
- Reflective

### Transdisciplinary Learning

#### **Language**

- Use vocabulary that reflects the breadth of their experiences
- Follow two step directions
- Express refusal in sentences
- Use a variety of implements to practice and develop handwriting and presentation skills
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Incorporate informal writing into play

#### **Maths**

- Name the number that is one more of one less than a given number to 5
- Use cardinal and ordinal numbers to discuss personal experiences
- Label pattern in various ways using words, materials, actions or numbers
- Order two or three items by a desired attribute

#### **Art**

- Move freely through the space to show levels of low, medium and high and change of direction
- Explore familiar roles, themes and stories dramatically
- Explore sound as a means of expressing imaginative ideas
- Use imagination and experiences to inform art making
- Display audience etiquette and appropriate responses

#### **PSPE**

- Dress and undress independently
- Persevere in repeating some actions or attempts when developing a new skill
- Show increasing independence in selecting and carrying out activities
- Use language to address their needs and express feelings
- Identify when their actions have impacted on others

#### **Science**

- Explain in simple terms how materials can change
- Explore the differences between man-made and natural resources
- Begin to identify the origin of some materials
- Use a variety of instruments and tools to collect data
- Identify living and non-living things
- Identify the habitats of various living things

#### **Social studies**

- Identify the impact of human activities on the environment
- Compare technology from past and present

### **By the end of this unit:**

Students will learn what natural resources are, where they come from, and how we and other living things use them. They will understand that our actions can affect not only the environment, but also other living things in their environment. They will also discover how to take care of these resources and waste by reusing, recycling, and reducing what we use.

### **How you can support your child at home**

- Talk about the living things in your home and what makes it a living thing.
- Go for a nature walk and look at living things and their habitats
- Talk about the impacts of our actions on the environment, for example littering, picking flowers, and wasting water.
- Talk about the positive actions we can take to protect the environment such as saving electricity and recycling.



# 共享地球

## 中心思想：生物需要自然資源才能生存 幼兒班單元通訊

### 探究線索

- 自然資源如何維持生命
- 我們對自然資源的責任
- 自然資源的起源和形態

### 學習方法技能

- 自我管理技能
- 思考技能

### 特定概念

- 責任
- 變化
- 連繫

### 附加概念

- 需要
- 保育

### 學習者培養目標

- 知識淵博
- 勤於思考
- 及時反思

### 超學科主題學習

#### 語言

- 能傾聽和口頭回應故事
- 能獨自唱出老師教過的中文歌曲
- 能說出同學、老師、課室常見物品和操場常見物品的名稱
- 能認出若干個熟悉的字
- 開始點讀對應字詞

#### 數學

- 能說出數字5以內多1或少1的數字
- 運用基數和序數來討論個人體驗
- 使用文字、教材、動作或數字以各種的方式標記模式
- 對物件的兩或三項特徵按所需屬性進行排序

#### 藝術

- 在空間中自由移動以展示低、中、高和方向的變化
- 以戲劇的形式來探索熟悉的角色、主題和故事
- 探索聲音作為表達想像力的方式
- 運用想像力和經驗來了解藝術創作
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#### 體育、社交和個人教育

- 獨立穿衣和脫衣
- 在發展一項新技能時，堅持重複或嘗試一些動作
- 在選擇和開展活動方面表現出越來越大的獨立性
- 用語言表達他們的需求和感受
- 辨別自己的行為會影響其他人

#### 科學

- 簡單說明材料如何變化
- 探索人造資源與自然資源之間的差異
- 開始識別某些材料的來源
- 用各式儀識別生物和非生物器和工具搜集數據
- 標注生物的特徵
- 識別不同生物的生活習性

#### 社會學

- 辨識人類活動對環境的影響
- 比較過去和現在科技的不同

### 單元完結後，我們希望孩子：

- 能夠辨別生物和非生物
- 明白人類的活動導致的變化
- 為我們的行為對生物和環境造成的影響負起責任

### 在家中的活動建議：

- 和孩子談論家裡有些什麼生物，什麼讓他們成為生物
- 帶孩子到大自然散步，看看生物及其棲息地
- 和孩子談談我們的行為對環境的影響，例如：亂丟垃圾、隨手摘花、浪費水資源
- 和孩子討論我們可以如何採取的積極行動，例如：節約用電、資源回收再利用

