Topic UU Our Watery World 2024 Class and Year Groups: UU Year3/4

SUCCESS CRITERIA:

On the completion of this topic pupils should be able to:
Explain what the water cycle is. Locate some of the world's major rivers on a world map.
Talk about the impact of floods and droughts around the word. Describe the journey of a river.
Name some of the ways in which we use water.
Explain the different risks and how to keep safe in and around water. Discuss the different states of water.
Appreciate and comment on the works of art of Claude Monet.

KEY FOCUS AREAS

Science: States of matter: Solids, liquids and gases.
Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Art: French Impressionist artist study on rivers and water theme. Create water resistant art.
RE: How do festivals and worship show what matters to a Muslim?

SYNOPSIS: Weeks

Week 1	**What is** the water cycle?
Week 2	**What are the** features of a river?
Week 3	**What are the names of some of the world's rivers?**
Week 4	**What are our local rivers called?** **What can we learn about the River Severn?** **What are** the impacts of floods and droughts?
Week 5	**How do we** use water? How can we keep safe near water?

SCIENCE: Year 4 States of matter

Compare and group materials together, according to whether they are solids, liquids or gases.
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically

asking relevant questions and using different types of scientific enquiries to answer them
setting up simple practical enquiries, comparative and fair tests
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations,
displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

KEY QUESTIONS:

What is the water cycle?
What are the features of a river?
What are the names of some of the world's rivers?
What are our local rivers called?
What can we learn about the River Severn?
How do we use water?
What are the impacts of floods and droughts?
How can we keep safe near water?

KEY VOCAB: River, Lake, Stream
Meander
Oxbow lake
Water cycle
Evaporation and precipitation.
Source and mouth
Erosion
Flood and drought

Opportunities for Extension

Water is one of the greatest mediums for exploring science. It's easy to work with, it's readily available, it's safe and kids love playing with it. It is impossible not to have fun while learning with water. Find inspiration on this list of over 50 fun science experiments and water projects for kids! 50+ Of The Best STEM Water Projects and Science Experiments For Kids (steampoweredfamily.com)

Vertical Drivers and Opportunities for Enrichment

Driver: The Environment
Places to visit: Visit a river locally and take photos or draw the river scene. Take a boat trip or visit Ironbridge the world's first iron bridge that was erected over the River Severn in 1779. Visit Worcester Museum to find the sturgeon captured in 1835. Visit the Hive to find books around the water theme.

ENGLISH: Purpose for writing: To Inform, To Persuade and To Entertain. Key texts: The Mousehole Cat, This Morning I Met a whale. Non Fiction texts: Various texts on the topic/theme.
READING Whole class KEY TEXT(S): Nim's Island
Read and Respond: The Matchbox Diary. The Mousehole Cat

MATHS:
Y3 and Y4 Multiplication and Division.
Length and perimeter
Fractions

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<table>
<tr><td colspan="3">MFL: Going Shopping: To listen attentively to spoken language and show understanding by joining in and responding
▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language
▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
▪</td></tr>
<tr><td rowspan="2">PE: Football:

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

PE: Fundamentals:

To use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</td><td rowspan="2">MUSIC: Charanga unit: The Dragon Song

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</td><td>Geography: Our watery world (rivers and the water cycle)

Geographical enquiry Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Begin to collect and record evidence Use NF books, stories, atlases, pictures/photos and internet as sources of information. Place knowledge: places on large scale maps, (e.g. Find UK or India on globe) Places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Geographical skill and field work: Use junior atlases. 4 compass points to follow/give directions: Begin to identify features on aerial/oblique photographs. Recognise why a key is needed. Human and physical: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</td></tr>
<tr><td>ART:
To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.</td></tr>
<tr><td>PSHE and RSE: Keeping Safe

BRITISH VALUES:
Mutual Respect

School Value: Respect</td><td colspan="2">ICT/COMPUTING: Unit 4.4 Writing for Different Audiences (5) Purple Mash
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</td></tr>
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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	**Science Targets - A Year 4 Scientist**
• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.
History Targets - A Year 3 Geographer	**History Targets - A Year 4 Geographer**
• Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Begin to use map sites on internet. • Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Begin to identify significant places and environments Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Physical geography, including: climate zones, biomes and vegetation belts.
Art Targets - A Year 3 Artist	**Art Targets - A Year 4 Artist**
• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Annotate work in sketchbook. Use their sketchbook to collect and record visual information from different sources. • Work confidently on a range of scales e.g. thin brush on small picture etc • Experiment with a range of media e.g. overlapping, layering etc.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Annotate work in sketchbook. Collect images and information independently in a sketchbook. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task.

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PE Targets - A Year 3 Games Player	**PE Targets - A Year 4 Games Player**
• throw and catch with control to keep possession and advance up the pitch/court • be aware of space and use it to support team-mates and cause problems for the opposition • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • know and use rules fairly to keep games going • use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy • choose and vary skills and tactics to suit the situation in a game • set up small games through knowing the rules, using them fairly to keep games going;	• adapt sequences to suit different types of apparatus and their partner's ability • throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court • be aware of space and use it to support team-mates and cause problems for the opposition – make the right decisions • choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept • use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy; • choose and vary skills and tactics to suit the situation in a game – increasingly complex situations • set up games through knowing the rules, using them fairly to keep games going
MFL Targets - A Year 3 Linguist	**MFL Targets - A Year 4 Linguist**
Understand a few familiar spoken words and phrases – e.g. Say and/or repeat a few words and short simple phrases – e.g. Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.	Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
Music Targets - A Year 3/4 Musician	
• Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. • Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.	