Topic Overview: Wonderful Water

SUCCESS CRITERIA:

On the completion of this topic pupils should be able to:

- Locate and name UK and World Rivers.
- Comment and create art based upon Claude Monet
- Identify which materials are magnetic, explore the magnetic poles and observe how magnets attract some materials.
- Identify human and physical features relating to water.
- To use writing skills to create reports and stories around the water theme.
- To recognise the dangers of water and how to stay safe.

KEY FOCUS AREAS

Geog: River study/features

Science: Forces and Magnets

Art: Claude Monet: Artist study and water lilies creating own artwork using various materials and techniques.

SYNOPSIS: Week 1 – Week 6

Week 1	**Science Investigation Week-** various investigation linked to Forces and Magnets **Geog:** What do I already know about rivers/canals/oceans?
Week 2	**Science:** To sort magnetic/non-magnetic materials. **Geog:** Locate major Uk and world rivers **Art:** Monet- An artist study. Wax resists and water washes.
Week 3	**Science:** To investigate the strength of magnets. **Geog:** Identify human and physical features of rivers
Week 4	**Science:** To explore magnetic poles. **Geog:** Identify features and stages of a river
Week 5	**Science:** To observe how magnets attract some materials. **Geog:** How do we use water? The effects of floods and droughts.
Week 6	**History:** What were rivers and canals used for in the past? What have we learnt during this topic?

SCIENCE:

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

GEOGRAPHY:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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KEY QUESTIONS:

What are the names of the rivers in the Uk/world?
What is the journey of a river?
What are the different bodies of water?
Why are rivers/canals and coats important?
How are/were rivers and canals used in the past?
How can we stay safe around water?
Which materials are magnetic?
Where are the magnetic poles?

KEY VOCABULARY:

waterfall, estuary, meander, mouth, riverbed, sediment, erosion, saltwater, fresh water, magnetic, magnetic poles, surface, force

Opportunities for Extension

Children to complete their own river/water study. Explore (with supervision) bodies of water: pond, brook, stream near their own home.
Walk along the River Severn and identify river features.
Calculate how much water their family uses per day/week. How can they save on the amount of water they use? Research other impressionist artists and their artwork.

Vertical Drivers and Opportunities for Enrichment

- **Droitwich Salt Farm & Canal Walk**
- **Year 4 Pioneer residential / Y3 Aztec**
- **Science Week investigations & Healthy Living Week**

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RE Unit: How and why do people try to make the world a better place?

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Local Environment: Canal walk~Nature and wellbeing.
Staying safe: water & flooding
Internet Safety:
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ENGLISH:
Purpose for writing: To entertain - The Black Hat (visual literacy)
Key texts: To inform - This morning I met a whale - Michael Morpurgo (newspaper article)
Poetry: Rivers To explore language pattern through poetry.
Key author: Michael Morpurgo

MATHS:
Recognise position and direction
Investigate 2D and 3D shape
Measure mass and capacity.
Continue to consolidate and apply times-tables.

ART:
Claude Monet: Water Lilies
- investigate the artwork of Claude Monet
- learn about the ideas of impressionism
- engage in watercolour work in response to Monet's paintings of water lilies.

MFL:
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*

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

HISTORY:
Develop the appropriate use of historical terms.
Develop historically valid questions about change, cause, similarity and difference, and significance- identify why rivers and canals were important in the past and compare with how they are used today.

ICT/Computing
Appreciate how search results are selected and ranked

Use search technologies effectively

Select, use and combine a range of augmented reality images

Design and Technology:
N/A for this half term.

READING KEY TEXTS:
This morning I met a whale: **Michael Morpurgo**

Journey to the river sea -
Eva Ibbotson

MUSIC
To know five songs from memory and who sang them or wrote them.
To know the style of the five songs.
To choose one song and be able to talk about:
- Some of the style indicators of that song (musical characteristics that give the song its style).
- The lyrics: what the song is about.

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	<u>Whole Class Reading texts:</u> Here We Are by Oliver Jeffers & Valerie Bloom's, 'The River' and David Windle's, 'River Runs Free' • **participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say** • **explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.**	• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. **PSHE and RSE:** Growing and Changing **BRITISH VALUES:** Mutual respect for and tolerance

ASSESSMENT DESCRIPTORS

Science Targets -As a LKS2 Scientist	History Targets- As a LKS2 Historian
• 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 • 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 • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	• Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions Use the library and internet for research. Find out about everyday lives of people in time studied • Compare with our life today Identify reasons for and results of people's actions • Understand why people may have wanted to do something
Art and Design Targets -As a LKS2 Artist	**Geography Targets - As a LKS2 Geographer**

Topic Overview: Wonderful Water

• Question and make thoughtful observations about starting points and select ideas to use in their work. Annotate work in sketchbook. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately.	• To explore Physical geography including Rivers and the water cycle. • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures. • Make a simple scale drawing. Why a key is needed. • Begin to recognise symbols on an OS map.
PE - As a LKS2 athlete	**Music - As a LKS2 musician**
• demonstrate the ability to choose the appropriate pace of running to perform maximum output for the distance to be covered • to demonstrate the stamina to run over long distances • know and demonstrate a range of throwing techniques, throwing with accuracy and power into a target area • perform a range of jumps, showing consistent technique and co-ordination	• To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.