

## Key Learning

|   |                        |                                                                                                                       |
|---|------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1 | Changing state         | Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter |
| 2 | The water cycle        | Describe and understand key aspects of the water cycle in the context of explaining the water cycle.                  |
| 3 | Making Clouds and Rain | Describe and understand key aspects of the water cycle in the context of learning about clouds and rain.              |
| 4 | Treating Water         | Describe and understand key aspects of the water cycle in the context of learning about the water treating process.   |
| 6 | Water Pollution        | Describe and understand key aspects of the water cycle in the context of learning about water pollution.              |
| 7 |                        |                                                                                                                       |
| 8 |                        |                                                                                                                       |
| 9 |                        |                                                                                                                       |

## Key People/Places/Facts

|   |                 |                                                                                                                                                                           |
|---|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | States          | What is a state of matter?                                                                                                                                                |
| 2 | Water Cycle     | Understand how the water cycle works                                                                                                                                      |
| 3 | Clouds and rain | Understanding how clouds and rain are formed, the process which happens resulting in these different states. Relating the water cycle to the formation of clouds and rain |
| 4 | Water treatment | In relation to the water cycle, understand the water treatment process and why this is used                                                                               |
| 5 | Flooding        | Learn about flooding, the effects and impact of flooding.                                                                                                                 |
| 6 | Water pollution | Understanding the result of water pollution along with the causes and preventative measures.                                                                              |
| 7 |                 |                                                                                                                                                                           |
| 8 |                 |                                                                                                                                                                           |

## Big Questions

|   |                                                                                                      |  |
|---|------------------------------------------------------------------------------------------------------|--|
| 1 | What is the water cycle and how does it work? How many elements make up the water cycle?             |  |
| 2 | How are rain and clouds made? What is their impact on the water cycle? How important are they to us? |  |
| 3 | What are the various impacts of flooding? How can flooding be caused? How can I be prevented?        |  |

## Vocabulary

|  |                  |           |  |
|--|------------------|-----------|--|
|  | States of matter | Flooding  |  |
|  | Water            | Treatment |  |
|  | Waster cycle     | Pollution |  |
|  | Clouds           | Rain      |  |
|  | Tributaries      | Chemicals |  |
|  |                  |           |  |
|  |                  |           |  |
|  |                  |           |  |

## **ENGLISH**

### **Reading:**

Bug Club.  
Topic related reading.  
Reading comprehension.

### **Writing:**

#### **Big writing Opportunities:**

- Newspaper report about Year 4 being stranded on a desert island with little water
- Poetry - wildlife haikus
- Writing a balanced argument - Athens Vs. Sparta

#### **Short Writing Opportunities**

- Describe a wildlife setting (Martin Mere)
- DA description of summer holiday plans

#### **Grammar**

- conjunctions to express time or cause.
- commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

## **MATHS**

- Write money using decimals
- Compare amounts of money
- Estimate amounts of money
- Calculate with money
- Solve problems with money
- Learning time in relation to years, months, days and weeks
- Learning hours, minutes and seconds
- Converting between analogue and digital times
- Converting to and from the 24 hour clock
- Understand angles and turns
- Identifying angles
- Learning about lines of symmetry and new shapes
- Interpreting charts and line graphs
- Plotting coordinates
- Identifying position

**Year: 4**  
**Term: Summer 2**  
**Theme: Water**

## **ART & DESIGN**

Kapow - Craft and design

## **MUSIC**

Charanga music- Lean on Me

## **PE**

WLSP

## **COMPUTING**

- Writing for a purpose-  
Researching, planning and  
writing newspaper  
report/campaign

## **SCIENCE**

### **Scientists and Inventors**

- To recognise that environments can change and pose a danger to living things by exploring Gerald Durrell's conservation work in Madagascar
- To recognise that vibrations from sounds travel through a medium to the ear in the context of Alexander Graham Bell's invention of the telephone.
- To describe Alexander Graham Bell and his inventions.
- To identify changes relating to simple scientific ideas and processes by exploring the discovery of oxygen and the theory of phlogiston. To explain how oxygen was discovered.
- To 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 (°C) by exploring Kelvin's discovery of absolute zero. To explain what Lord Kelvin called 'absolute zero'.
- To identify changes related to scientific ideas and processes by exploring Thomas Edison's and Lewis Latimer's work with electricity

### **Jigsaw - RL sequence of lessons.**

**RE** - Discovery RE Buddhism

**LANGUAGES**- French- putting simple sentences together to make a short paragraph. E.g. My name is... I am .... Years old, I like..., I have.....eyes and.....hair.

