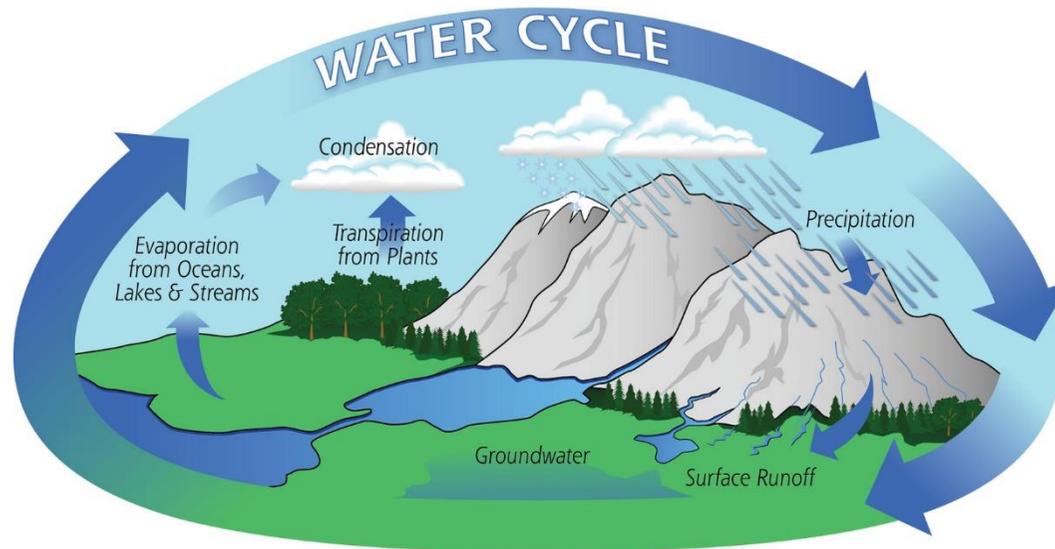


Spring Term – Foundation Overview (6 weeks)

‘The Water Cycle’



Topic Overview

Children use their knowledge of solids, liquids and gases to explore the Water Cycle in detail. They observe the different parts of the Water Cycle (Evaporation, Condensation and Precipitation) and draw their own conclusions about how each of the processes works.

Children apply their knowledge to create a poster of the Water Cycle for display in the classroom. In addition, children explore the work of David Hockney and use digital images of weather to create artwork.

Assessment Criteria (Set against NC strands)	Assessment Criteria (In context to this unit)
<p><u>Year 4 Science objectives:</u></p> <p>Science - States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases. I can 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). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>KS2 Geography objectives</u> I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</p> <p><u>KS2 Art and Design objectives</u> I can integrate my digital images into my art I can experiment with the styles used by other artists. I can explain some of the features of art from historical periods.</p> <p style="text-align: center;"><u>KS2 PSHE objectives:</u></p> <p><u>Dreams and Goals</u> I can tell you about some of my hopes and my dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. I can identify the contributions made by myself and others to the groups achievement.</p>	<p><u>Science context</u></p> <p>Observations of different solids, liquids and gases Changes in state – ice lollies, melting chocolate, steam from a boiling kettle Observations of evaporation and condensation.</p> <p><u>Geography context</u></p> <p>Measuring the temperature of the different changes in state.</p> <p><u>Art and Design context</u></p> <p>Study the work of David Hockney including his ‘joiners’ Take photographs of ‘water cycle in action’ Use digital images to create their own ‘joiner’</p>

<p><u>Relationships to the wider world</u> Drought and flooding Water pollution (Water cycles in other parts of the world) Rainforest biomes.</p>		<p><u>Opportunities to show Super Learning powers</u> Responsibility – Staying safe during investigation lessons. Reflective - looking at experiments and making conclusions</p>
<p><u>Vocabulary</u> Tier 2 – condensation, evaporation, precipitation, observation, enquiry, solids, liquids, gases, temperature Tier 3 – water cycle, changing states, states of matter.</p>		<p><u>Prep/homework related tasks</u> 3D model of water cycle. Fact file/ poster about water cycle. Measurement challenge to measure and compare rainfall.</p>
<p><u>SMSC</u> Not wasting water Drinking water, not wasting plastic bottles.</p>	<p><u>British Values</u> N/A</p>	<p><u>Trips/Hooks</u> Block of ice hook lesson. Making water cycle. Observing changes in state.</p>
<p><u>Key questions</u> What is the difference between a solid, a liquid and a gas? What is the water cycle? What is evaporation? What is condensation? What is precipitation?</p>		<p><u>Solids</u> have certain shape and volume, <u>liquids</u> only have definite volume but not shape, <u>gases</u> neither have shape nor volume. The cycle of processes by which water circulates between the earth's oceans, atmosphere, and land. The heating of a liquid so that it changes state and turns into a gas. The cooling of a gas to form water droplets. Large water droplets falling to the ground</p>