

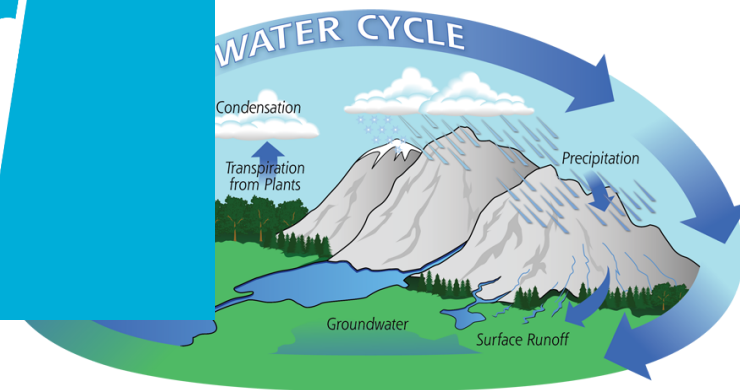
Essential Learning

By the end of this term, you will have learned...

- How we classify solids, liquids and gases.
- The properties of solids, liquids and gases.
- The water cycle and the science behind it.
- Changes that happen to states of matter.
- The effect human behaviour has on the water cycle and the environment.
- About inspirational speakers and environmental activists and creating your own engaging and persuasive speeches.
- About the UN development goals (in particular the clean water and sanitation goals).
- How to write an information text about the water cycle
- How to write a recount in role.

Year 4: All Around Us

6 CLEAN WATER AND SANITATION



Hook Days

Introducing water & the states of matter

Scientific investigations



Block 1

Investigative work.
All about the states of matter.
The features of information/instruction texts (headings, subheadings, technical vocabulary, third person)
Writing essentials.



Block 2

Changes of state.
Exploring the water cycle
Explanation writing (Time and Causal conjunctions, technical language and organisational features).



Block 3

Water in the UK
UN Development goals.
First person recount writing about people living with no water/bad water (Madagascar)
Comparing different locations.

Year 4: All Around Us / National Curriculum Links

Science – States of Matter		Geography	
<ul style="list-style-type: none"> • 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 (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: distribution of natural resources including water. 	
Art		History	
<ul style="list-style-type: none"> • N/A 		<ul style="list-style-type: none"> • N/A 	
		PSHE	
		<ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I understand who is in my school community, the roles they play and how I fit in • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community 	
DT		Key vocabulary:	
<ul style="list-style-type: none"> • N/A 		Science – states of matter, precipitation, evaporation, condensation. Geography – distribution	
Writing genres	Key texts		
Writing to persuade: - Speech Writing to inform - Information text Writing to entertain: - Recount	