



Theme Overview: From Source to Sea Year A – Summer Term Years 3/4

Key Questions

Summer 1: At what temperature does chocolate melt?
Are all solids reversible?
Summer 2: What can we do to help reduce plastic pollution?



Curriculum Intent (link with values etc):
(Where are you going and why!)

The topic for this term is From Source to Sea. We will be learning about the water cycle through practical experiments in science. This learning will link closely to our geography learning where we be looking at topographical features and the formation of rivers into seas. Alongside this we will be using maps and computer mapping to identify different features in our local area e.g. contour lines and blue lines for rivers. There will also be an opportunity to recreate the water cycle through scratch. In the second term Hazel class will focus on the human impact on the natural environment and what we can do as an individual and within communities to make a difference. Additionally, this closely links to our value of courage- having the courage to speak up and protect and look after our environment and preserve our world for future generations. At the end of the topic, Hazel class will be able to explain the water cycle and the process involved using key terminology. Additionally, final outcomes include; a setting description having read the book Song of the Dolphin and a persuasive letter encouraging others to help preserve the environment.

Enrichment and Experiences:

English – long term overview coverage:

Summer 1- Fiction

Charlie and the chocolate factory by Roald Dahl
At what temperature does chocolate melt?

Non-Fiction

Red Miss Take- video
<https://www.literacyshed.com/redmisstake.html>

Instructions-
Potions to make fairy-tale characters
What would the recipe be for making? A super hero?

Summer 2- Fiction

Setting description
Song of the Dolphin Boy- Elizabeth Laird

Non-Fiction

Formal/Persuasive letter- To the government about reducing plastic waste etc

Poetry

Famous Poets

Possible texts:

Charlie and the chocolate factory by Roald Dahl

Georges Marvellous Medicine by Roald Dahl

Song of the Dolphin Boy by Elizabeth Laird

Opportunities for Cross Curricular Maths:
[Measurement of capacity using conical flasks- States of matter](#)

Science NC objectives- Working Scientifically

- using straightforward scientific evidence to answer questions or to support their findings.

- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

States of Matter

Pupils should be taught to:

- 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.

Animals including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Geography NC objectives- Physical Geography

Locational knowledge

- identifying physical characteristics- key topographical (local) features including hills, mountains, coasts and rivers

Physical geography

- describe and understand key aspects of: rivers, mountains and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to describe features studied

Art NC objectives

- 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]

Computing

CQ Threshold concept: Code

NC objectives:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

DT NC objectives

Evaluate

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

[Creating a digestive system and water cycle as a class to observe](#)

PSHE objectives

Economic Well-being: Money- Summer 1

L20: to recognise that people make spending decisions based on priorities, needs and wants.

L21: different ways to keep track of money.

Economic Well-being: Aspirations, work & career

L25: to recognise positive things about themselves and their achievements, set goals to help achieve personal outcomes.

[Link in with teaching money in maths](#)

Shared Responsibilities- Summer2

L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws.

L2: to recognise there are human rights, that are there to protect everyone.

L3: about the relationships between rights and responsibilities.

[Links with everybody has their part to play in looking after the environment](#)