

Unit 2 Water cycle

1. Whole class instruction

Objective: To introduce children to the idea that water is in motion between air, rivers and the oceans.

1.1. Go to River>>Videos 1.1 and 1.3

“Do you know where rivers get their water? Do you know why rivers rarely run dry?”

- ▶ This is a difficult conceptual topic, but it underpins both river and weather studies. The explanation of this should be brief at this stage. Spend much more time on the exploration activities. Concentrate on the videos.

1.2. Go to Textbook page 8

“Can we show what is going on in a diagram?”

- ▶ Do children recognise the diagram and relate it to parts of the video?
- ▶ Perhaps go back over the video suggesting where each video section is on the book diagram.

1.3. Go to Textbook page 9

“What’s the connection between rain and rivers?”

- ▶ Use the diagram at the top of the page to suggest how they might be related. This is hard conceptually, so quickly move on to the exploration and return to this diagram afterwards.



Videos (especially 1.3) show the Water Cycle.

2a. Group exploration

2.1. TG photocopiable pages 46 and p48



- ▶ The sponge activity, as shown on textbook page 9 and Teacher's Guide page 52, is by far the best one to show why rivers keep flowing and where they get their water from. You will need everybody to have a go, working in pairs at the same time or sequentially.
- ▶ A further experiment involves a glass jar with a tightly-fitting lid. Put a small amount of water in the jar and put the lid on. Place it on a windowsill in the sunshine. Condensation (rain equivalent) will form on the sides. You may need to explain carefully how this relates to the diagram on the textbook page 8.

Sponges, watering cans, bowl to trap water.

Glass jar, small amount of water.

2b. Literacy activity

- ▶ There is no Literacy workbook to go with this topic.

3. Plenary session

- ▶ Get children to say what they think they have learned and present it perhaps on the whiteboard or in their own books.

4. Further work/homework

- ▶ Ask children to watch out for parts of the water cycle, such as clouds and rain, and relate them in their minds. From the sponge experiment, see if they can work out why rivers rarely flood.