

## Classroom Workshop: Water

**Primary school 3<sup>rd</sup> and 4<sup>th</sup> class curriculum references:**

### 1. Science

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Living things
<b>Strand Unit</b>	Plant and animal life
<b>Objective</b>	Investigate the factors that affect plant growth <i>water, light, types of soil, temperature</i>

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Energy and forces
<b>Strand Unit</b>	Magnetism and electricity
<b>Objective</b>	Investigate that magnets attract certain materials through other materials <i>magnets attracting other materials through water, glass, plastic</i>

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Energy and forces
<b>Strand Unit</b>	Forces
<b>Objective</b>	Investigate the pushing force of water <i>compare floating and sinking in fresh and salty water</i> <i>design and make a boat or raft using an increasing variety of materials, tools and craft-handling skills</i>  Explore how objects may be moved <i>by pushing and pulling</i>

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Materials
<b>Strand Unit</b>	Properties and characteristics of materials
<b>Objective</b>	Recognise that materials can be solid, liquid or gaseous

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Materials
<b>Strand Unit</b>	Materials and change
<b>Objective</b>	<p>Investigate how materials may be change by mixing  <i>mixing and dissolving materials in water</i></p> <p>Investigate the characteristics of different materials when wet and dry  <i>experiment with papier mâché</i></p> <p>Explore some simple ways in which materials may be separated  <i>allowing sediment to settle in a jar</i>  <i>separating water and salt through evaporation</i></p>

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Environmental awareness and care
<b>Strand Unit</b>	Environmental awareness
<b>Objective</b>	<p>Come to appreciate the need to conserve resources  <i>reducing the amount of water used</i></p> <p>Become aware of the importance of the Earth's renewable and non-renewable resources</p> <p>Identify the interrelationship of the living and non-living elements of local and other environments  <i>plants, animals, water, air and soil in habitats</i></p>

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Environmental awareness and care
<b>Strand Unit</b>	Science and the environment
<b>Objective</b>	<p>Recognise and investigate human activities which have positive or adverse effects on local and wider environments  <i>affect the quality of air, water and soil</i></p>

<b>Curriculum</b>	Science
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Environmental awareness and care
<b>Strand Unit</b>	Caring for the environment
<b>Objective</b>	<p>Examine a number of ways in which the local environment could be improved or enhanced</p> <p>Identify and discuss a local, national or global environmental issue</p> <p>Realise that there is a personal and community responsibility for taking care of the environment</p>

## 2. Geography

<b>Curriculum</b>	Geography
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Natural environments
<b>Strand Unit</b>	The local natural environment
<b>Objective</b>	<p>Investigate and become familiar with some natural features in the local environment</p> <p>Estimate distances and establish cardinal directions during the exploration of these features</p> <p>Observe and explore ways in which these features affected the lives of plants, animals and humans  <i>influence of hill, bog or stream on transport, roads, and bridges, towns and cities</i></p> <p>Investigate the ways in which these features have been used by humans and the changes which have occurred as a result  <i>supply, treatment and distribution of water from rivers and lakes to homes in the area</i></p>

<b>Curriculum</b>	Geography
<b>Level</b>	3 <sup>rd</sup> & 4 <sup>th</sup> classes
<b>Strand</b>	Natural environments
<b>Strand Unit</b>	Lands, rivers and seas of my county
<b>Objective</b>	<p>Become familiar with the names and locations of some major natural features in the county</p> <p>Develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities</p>

