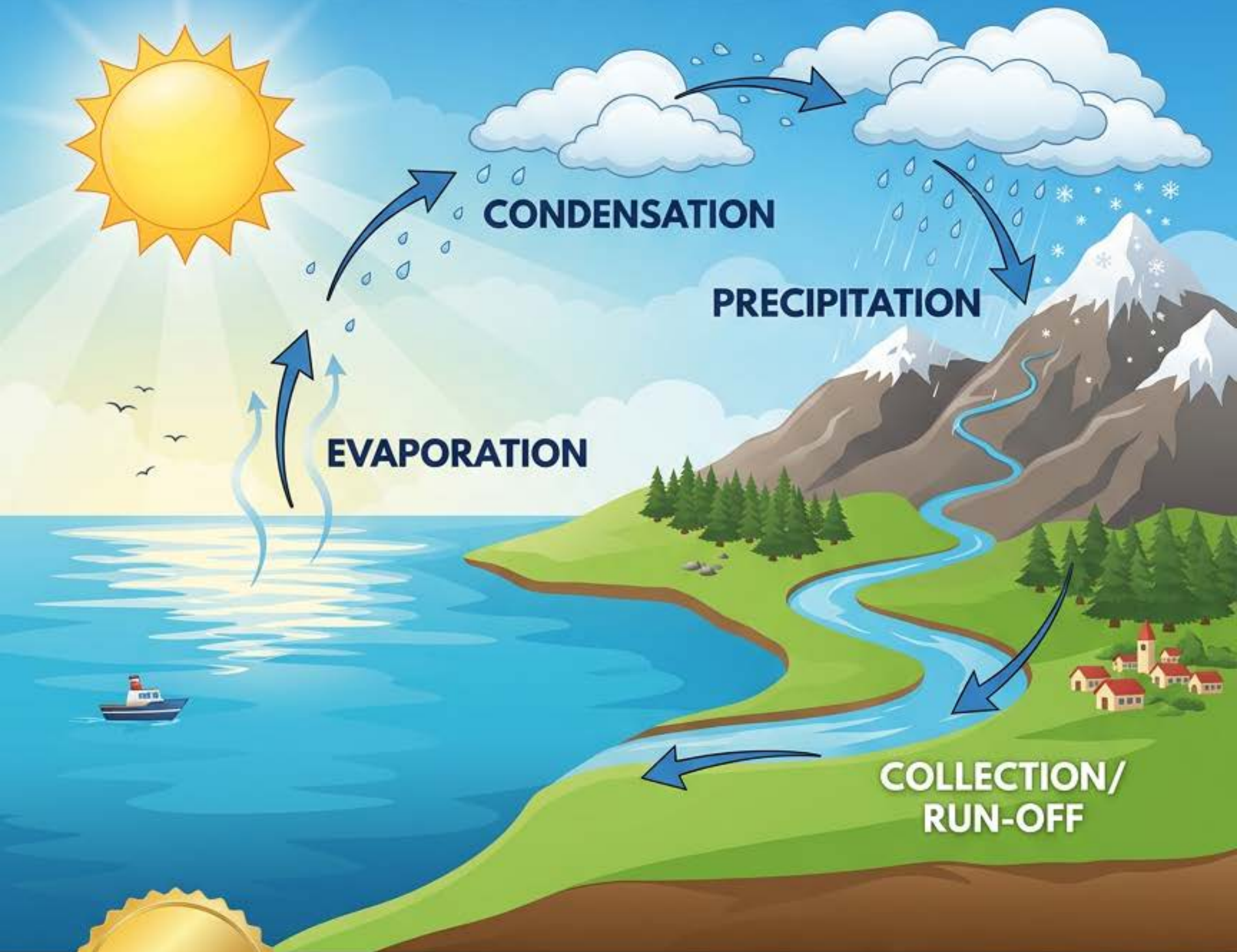


THE WATER CYCLE

TEACHER RESOURCE

YEAR THREE

UK CURRICULUM



www.barnettauthor.co.uk

Gloria Barnett
The Weird Fish Lady

SCHOOL NAME: _____

TEACHER NAME: _____

Ocean Adventures

Year THREE

Author: The Weird Fish Lady - Gloria Barnett

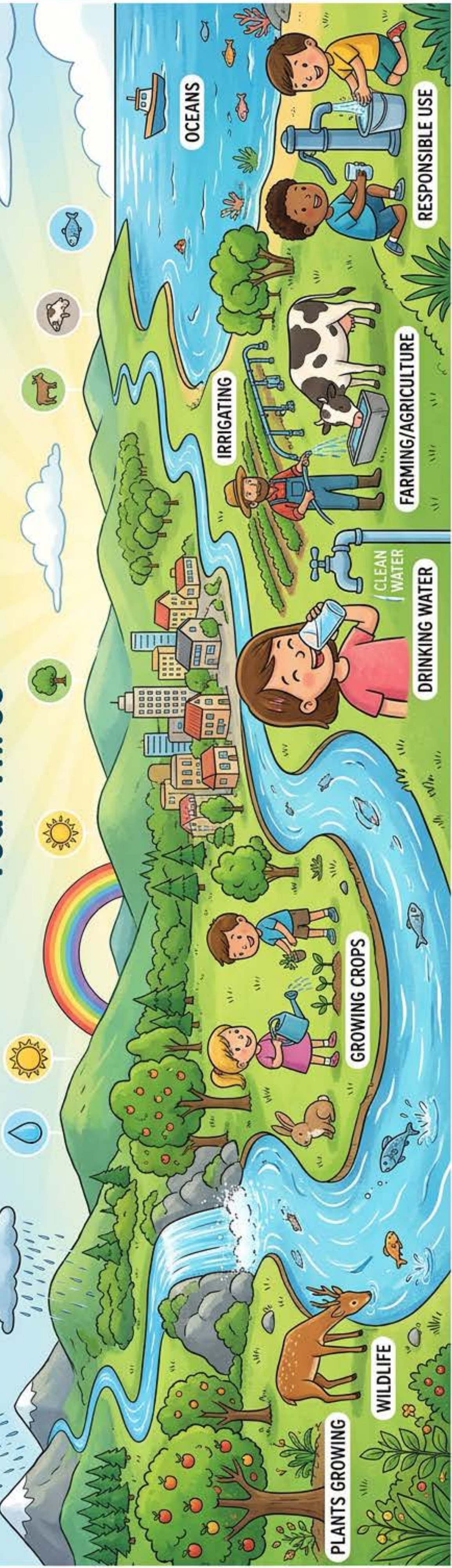
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THE IMPORTANCE OF WATER

Year Three



PLANTS GROWING

WILDLIFE

GROWING CROPS

DRINKING WATER

CLEAN WATER

IRRIGATING

FARMING/AGRICULTURE

RESPONSIBLE USE

OCEANS

Ocean Adventures

Dive In: Introduction to the World's Oceans

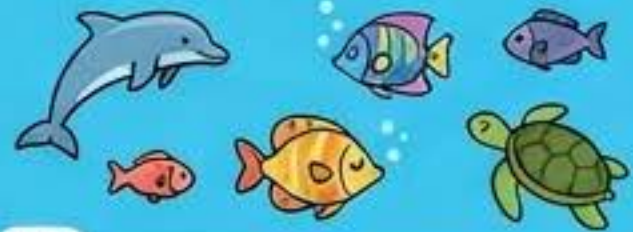


- Pacific Ocean
- Atlantic Ocean
- Southin Ocean
- Indian Ocean
- Scctich Ocean

- **Marine Ecosystem:** A community of living things and their ocean environment
- **Biodiversity:** The variety of different animals and plants living in an area
- **Photosynthesis**
How plants use sunlight to make food; underwater plants do this too!
- **Coral Reefs**
Colorful, busy underwater 'cities' built by tiny animals called corals

Habitat and Life

Sunlight Zone (0-200m)



200

Twilight Zone (200-1000m)



1000

Midnight Zone (1000-4000m)



4000m

Exploration



1872



1872

Challenger Expedition
Scientific ship with sails, cealts and collecting samples

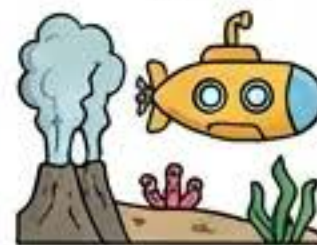
1960



1960

Trieste
Bathyscaphe with two explorers inside reaching the deep trench

1977



1977

Hydrothermal Vent Discovery
Submersible near steaming vents on the sea floor with unusual life

1992



1992

Microplastics Research
Scientist examining tiny plastic pieces

Human Impact



Key Threats

- ⚠️ **Overfishing**
Fishing boat with a huge net catching too many fish
- ⚠️ **Pollution**
A turtle near a plastic bag and bottle in the water
- ⚠️ **Climate Change**
A warm Earth and melting ice with a sad polar bear
- ⚠️ **Habitat Destruction**
A bulldozer next to a broken coral reef
- ⚠️ **Acidification**
A shell weakening in bubbly water

Key Actions

- **Marine Protected Areas**
A shield with coral
- **Sustainable Fishing**
A fisherman with a responsible rod and small catch
- **Conservation Efforts**
Children planting new coral fragments and cleaning up a beach

Ocean Adventure Teachers' Resource

Preview Description

Complete "Ocean Adventure" Resource for Year Three (Ages 7-8)

Deepen your students' understanding of our oceans with this comprehensive, ready-to-use Ocean Adventure Teacher's Resource. Designed specifically for Year Three, this downloadable pack supports students' understanding of the importance of water through engaging, cross-curricular learning across three sessions.

Why Choose This Year THREE Resource?

Understanding the vital role of Oceans in sustaining life on the planet is achieved through discussion, visuals and interactive activities. Students explore the water cycle, global water supply, marine life, and ocean conservation, while developing key skills in geography, science, literacy and critical thinking.

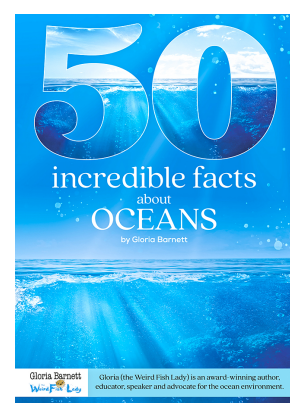
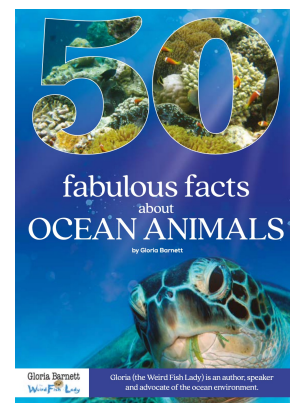
Interactive games, research activities, creative literacy tasks and a meaningful charity water carry event encourage both academic growth and global awareness.

This carefully structured program not only builds knowledge and curiosity about our oceans, but also inspires empathy, responsibility and action — empowering students to understand their role in caring for our world's most precious resource: water.

This resource is the companion for the books:

"50 Fabulous Facts about Ocean Animals"
and
"50 Incredible Facts about Oceans"

(See information on book purchasing on page 7 of this document)



Preview of Resources for Year Three

Session 1 - 'The Importance of Oceans'

Download: PowerPoint: Importance of Water

A visually engaging presentation explaining:

- Why water is essential for life
- How humans use water daily
- The global importance of oceans
- Environmental challenges affecting water

Download Teachers' Narration Sheet

Includes discussion prompts to encourage student reflection.

Water Cycle Focus

USE Facts from the book *'50 Incredible Facts About Oceans'*

A fact-based literacy resource introducing students to fascinating ocean and water cycle facts. Supports reading comprehension, vocabulary development and scientific understanding. Ideal for guided reading, independent reading or research tasks.

Download: Water Cycle Cards

Hands-on learning cards designed to help students sequence and understand the stages of the water cycle:

Download: Water Cycle Cards

- Evaporation
- Condensation
- Precipitation
- Collection

Plan for charity event

Download Information Sheet on Charity event

Students begin preparing for the Water Carry Event later in the year.

Preview of Resources Year THREE

Session 2- 'Ocean Animals'

Download Video

"Life Began in the Oceans" - 15 Mins

Use Facts from '50 Incredible Facts About Ocean Animals'

An engaging nonfiction resource exploring a range of ocean creatures. Supports:

- Scientific curiosity
- Informational text skills
- Vocabulary expansion

Includes surprising and memorable facts to inspire deeper inquiry.

Downloads:

'Did You Know?' Facts – Literacy Booklet

A structured literacy activity encouraging students to:

- Write factual statements
- Develop paragraph writing
- Use persuasive and informative language
- Present research clearly

Can be used for independent work or small group tasks.

Download: True or False Game Template

A fun revision activity focused on ocean animals and key facts from the term. Encourages active participation and collaborative learning.

Preview of Resources Year THREE

Session 3 - 'Global Water Access and Charity Water Carry'

Download: Charity Information Sheet

A meaningful, whole-school or class-based event where students experience the challenge of carrying water over a set distance. This practical activity:

- Builds empathy for children worldwide who collect water daily
- Reinforces learning from Term 1
- Encourages teamwork and resilience
- Supports fundraising and global citizenship awareness

Includes reflection activities following the event.

Extension: After the Charity Event - Watch 'Finding Dory' - Teacher to resource.

Recommended Books for Year THREE (not included in this resource)

- 50 Fabulous Facts about OCEAN ANIMALS: ISBN: 9781838064389
- 50 Incredible Facts about OCEANS ISBN: 978173308407
- Available from Amazon and major English-language bookshops worldwide:

- Paperback or eBooks: (Amazon)

Special bulk-buy school pricing is available for UK schools.

For more information, contact Gloria at: <https://barnettauthor.co.uk>

Science (Year 3 – States of Matter)

Pupils should be taught to:

- Identify that most rocks are impermeable, but some allow water to pass through
- Compare and group materials together according to whether they are solids, liquids or gases
- Observe that some materials change state when heated or cooled
- Identify the part played by evaporation and condensation in the water cycle

 Direct link:

This lesson explicitly covers **evaporation, condensation, precipitation and collection** and how the sun drives the water cycle.

Geography (Key Stage 2)

Pupils should be taught to:

- Describe and understand key aspects of physical geography, including:
 - climate zones
 - biomes
 - water cycle

 Direct link:

Understanding the global importance of water and oceans.

English – Reading (Lower KS2)

Pupils should be taught to:

- Retrieve and record information from non-fiction
- Identify main ideas drawn from more than one paragraph
- Increase familiarity with a wide range of books

 Direct link:

Using *50 Incredible Facts About Oceans* as a nonfiction literacy resource.

PSHE (Non-statutory but expected)

- Understand the importance of resources
- Develop responsibility for the environment

UK National Curriculum Links – Year 3

SESSION 2 – Ocean Animals

Science (Year 3 – Animals Including Humans / Living Things)

Pupils should be taught to:

- Identify that animals, including humans, need the right types and amount of nutrition
- Identify that humans and some other animals have skeletons and muscles for support and movement

Although adaptation is formally taught in Year 6, at Year 3 level pupils explore:

- How animals survive in different habitats
- Simple food chains

 Direct link:

This lesson introduces adaptation in an age-appropriate way through habitat and survival features.

Science (Working Scientifically)

- Ask relevant questions
- Gather and record findings
- Use results to draw simple conclusions

 Direct link:

Researching and presenting ocean animal facts.

Geography (KS2)

- Describe and understand key aspects of physical geography including climate zones and biomes

 Direct link:

Ocean habitats and deep-sea environments.

English – Writing (Lower KS2)

Pupils should be taught to:

- Plan their writing
- Use paragraphs to organise ideas
- Use appropriate vocabulary

 Direct link:

“Did You Know?” literacy booklet and fact writing.

UK National Curriculum Links – Year 3

SESSION 3 – Global Water Access & Charity Water Carry

Geography (KS2)

Pupils should be taught to:

- Understand geographical similarities and differences through studying human and physical geography
- Describe and understand key aspects of human geography including:
 - types of settlement
 - land use
 - economic activity
 - distribution of natural resources including water

Direct link:

Access to clean water globally and distribution of resources.

Citizenship / PSHE (Key Stage 2)

Pupils should:

- Develop understanding of rights and responsibilities
- Show empathy and respect
- Understand how they can contribute positively to their community

Direct link:

Charity Water Carry event and global awareness.

English – Spoken Language

Pupils should be taught to:

- Participate in discussions
- Present ideas clearly
- Build on others' ideas

Direct link:

Poster creation, speeches, persuasive writing.

Design & Technology (if posters are created)

- Generate, develop and communicate ideas

Cross-Curricular Skills Across All Three Lessons

- Vocabulary development
- Critical thinking
- Environmental awareness
- Global citizenship
- Collaborative learning
- Presentation skills

Ocean Adventures Teachers' Resources

Year 3 Water Unit

National Curriculum OUTCOMES

SESSION 1 – The Importance of Water & The Water Cycle

Science (Year 3 – States of Matter)

By the end of this session, pupils will be able to:

- Identify and classify materials as **solid, liquid or gas**
- Describe how materials change state when **heated or cooled**
- Explain the processes of **evaporation and condensation**
- Describe the stages of the **water cycle** (evaporation, condensation, precipitation, collection)

Geography (KS2 – Physical Geography)

Pupils will be able to:

- Describe the **water cycle** as a key aspect of physical geography
- Explain why water is important to the Earth's climate and environments

English – Reading (Lower KS2)

Pupils will be able to:

- Retrieve and record information from a non-fiction text
- Identify main ideas across paragraphs
- Use subject-specific vocabulary related to oceans and water

PSHE

Pupils will be able to:

- Explain why water is an important global resource
- Describe ways humans should act responsibly towards natural resources

Ocean Adventures Teachers' Resources

Year 3 Water Unit

National Curriculum OUTCOMES

SESSION 2 – Ocean Animals

Science (Animals Including Humans / Living Things)

Pupils will be able to:

- Describe what animals need to survive (nutrition, habitat)
- Explain how ocean animals are suited to their habitat
- Identify simple food chains within ocean environments

Science – Working Scientifically

Pupils will be able to:

- Ask relevant questions about ocean animals
- Gather and record information
- Present findings and draw simple conclusions

Geography (KS2)

Pupils will be able to:

- Describe ocean habitats as part of physical geography
- Identify climate zones and biomes linked to oceans

English – Writing (Lower KS2)

Pupils will be able to:

- Plan and organise factual writing
- Use paragraphs to group ideas
- Use appropriate scientific vocabulary

Ocean Adventures Teachers' Resources

Year 3 Water Unit

National Curriculum OUTCOMES

SESSION 3 – Global Water Access & Charity Water Carry

Geography (KS2 – Human Geography)

Pupils will be able to:

- Describe how water is distributed around the world
- Explain differences in access to natural resources
- Identify how settlement and land use affect access to water

Citizenship / PSHE

Pupils will be able to:

- Explain why access to clean water is a basic human need
- Show empathy when discussing global inequality
- Describe ways they can contribute positively to their community

English – Spoken Language

Pupils will be able to:

- Participate in structured discussions
- Present ideas clearly and audibly
- Build on and respond appropriately to others' ideas

Design & Technology (if posters created)

Pupils will be able to:

- Generate and communicate ideas through design
- Create a purposeful product (poster)

Cross-Curricular Outcomes Across the Unit

By the end of the unit, pupils will be able to:

- Use scientific vocabulary accurately (evaporation, condensation, habitat, resource, distribution)
- Demonstrate environmental awareness
- Show developing global citizenship
- Communicate understanding through discussion and writing

YEAR THREE

SESSION PLAN 1

Ocean World – The Importance of Water

Session Structure

1. Starter

Ask:

- Why is water important for living things?
- What would happen if we had no water for one week?
- How do you use water every day?
- Do you think everyone in the world has easy access to clean water?

Key Teaching Point:

Explain that water is essential for all life on Earth. Without water, humans, animals and plants cannot survive.

Introduce vocabulary verbally and display on board:

Water cycle
Conservation
Fresh water
Salt water
Evaporation
Sustainability

Main Input

2. PowerPoint (10–15 minutes)

PowerPoint: Importance of Water

Discuss:

- Why water is essential for life
- Daily human uses of water
- Oceans regulate Earth's climate
- Environmental threats (pollution, waste, overuse)

Pause to ask:

- Why can't we drink ocean water?
- Why is fresh water limited?
- What might happen if we waste water?

Teaching Point:

Although 70% of Earth is covered in water, only a small percentage is fresh water suitable for drinking.

Use facts from:

 *50 Incredible Facts About Oceans*

Highlight:

- Most water on Earth is saltwater
- Oceans help regulate temperature
- Water supports ecosystems worldwide

3. Learning Time (10–15 minutes)

Focus on the **Water Cycle**. Use Book '50 Facts Oceans'

Teach stages clearly:

- Evaporation
- Condensation
- Precipitation
- Collection

Draw and label a water cycle diagram

Ask:

- What makes water evaporate?
- Why do clouds form?
- Where does rainwater go?

4. Activity (15–20 minutes)

Water Cycle Cards / 'Ways Back to the Ocean' Game

Children:

- Write a short explanation paragraph

Extension:

Explain why the water cycle is important for humans.

Start planning for Charity Event.

Plenary

- Why is water essential for life?
- Which stage of the water cycle comes after evaporation?
- Why must we protect our water supply?

Quick True/False check:

- “Most of Earth's water is drinkable.”
- “The sun helps drive the water cycle.”



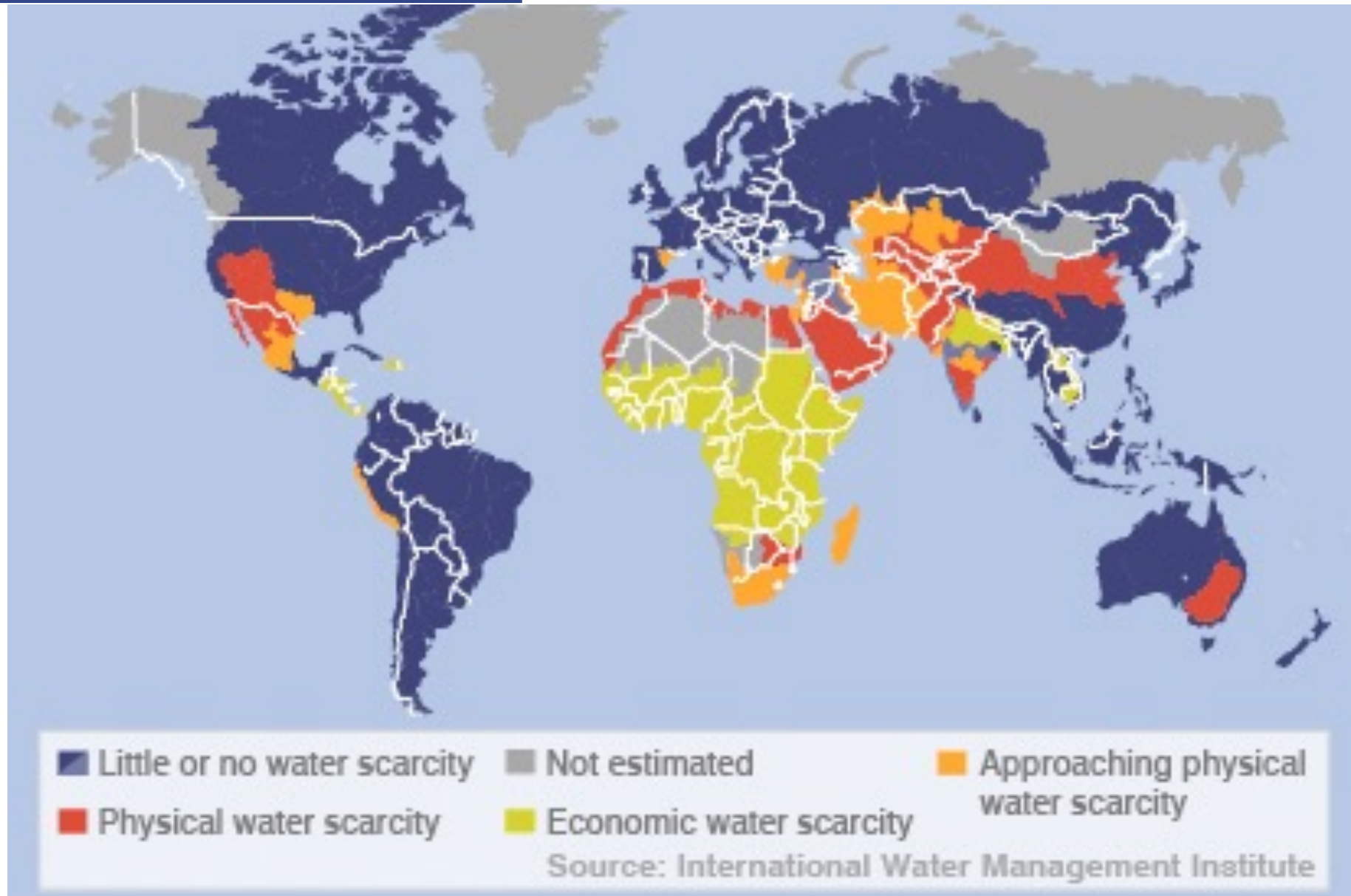
The Water Project

Importance of Water

Planet Earth



On a planet so full
of ocean water
why is there so
little fresh water to
drink?



Clean water is essential to a healthy life

- One in nine people are still living without clean water close to home
- The world's poorest people don't have clean water to drink, decent toilets or hygiene
- Dirty water carries disease which kills humans

Salt Water & Fresh Water

▶ Salt Water

- ▶ Contains lots of mineral salts
- ▶ It is poisonous to humans to drink salty sea water
- ▶ 70% of the surface of the Earth is covered by salty water.
- ▶ 97% of all water on the Earth is the salty water in the Oceans.

▶ Fresh Water

- ▶ Is essential for humans to live.
- ▶ If you are without fresh water for more than 3 days you will die.
- ▶ Most fresh water is found in glaciers, lakes and rivers on land.
- ▶ There is only 3% fresh water on Earth

Where does our drinking water come from?

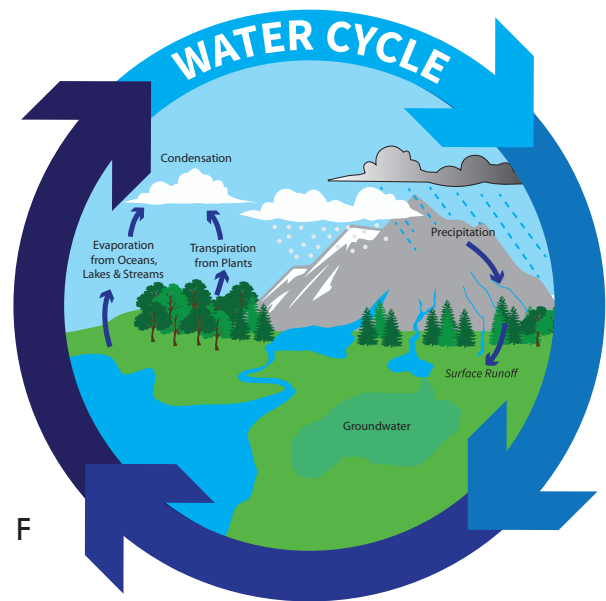
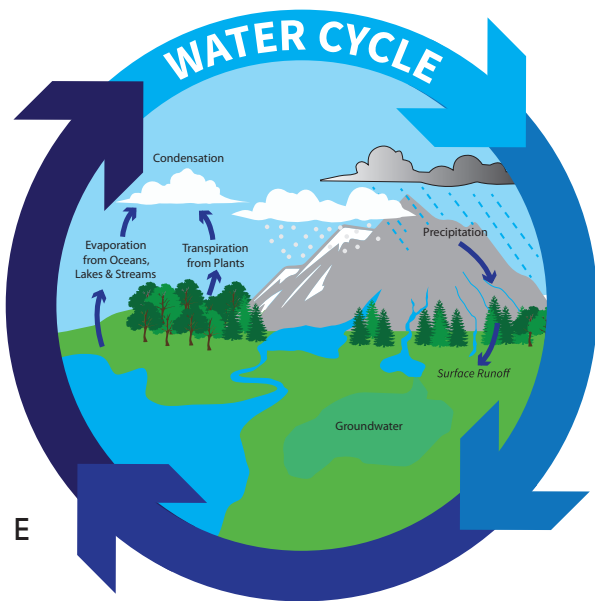
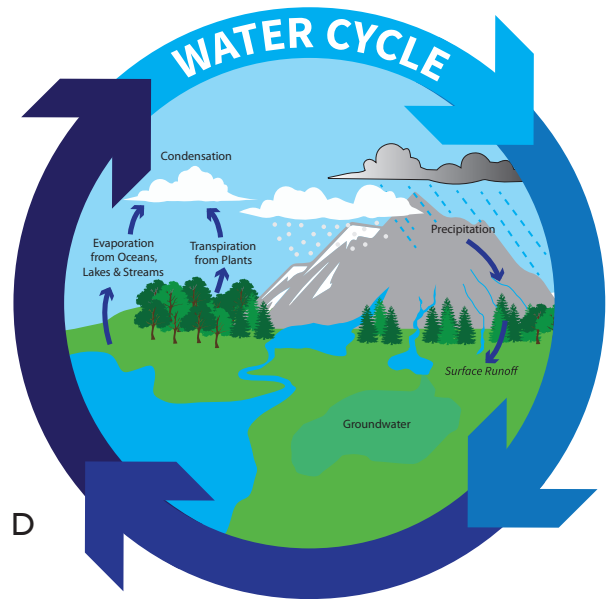
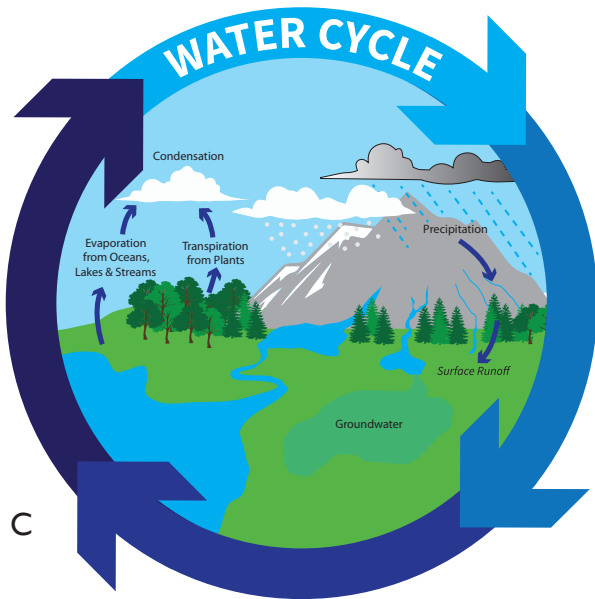
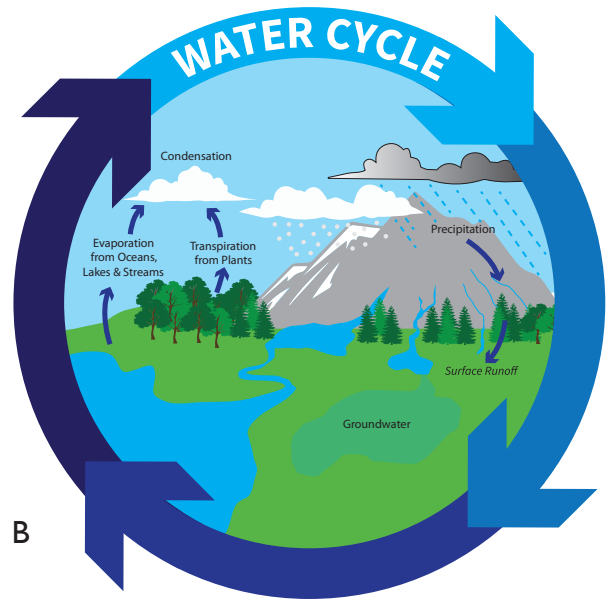
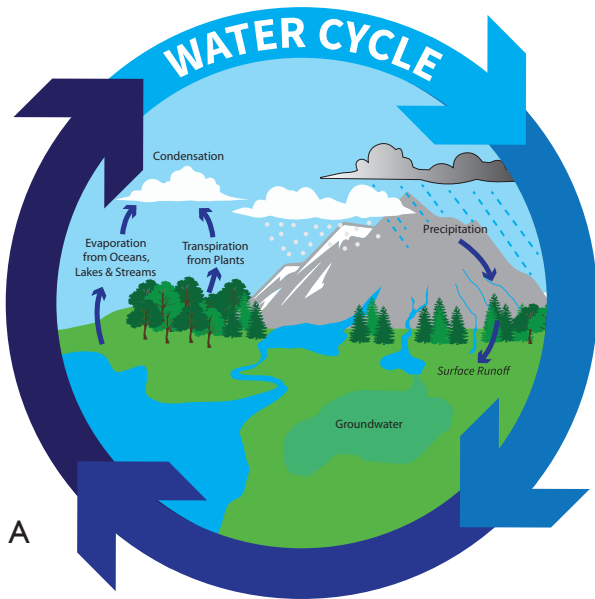
- Fresh water from glaciers, lakes and rivers can be treated to ensure complete cleanliness and then piped into homes
- Used fresh water (not sewage) can be filtered and treated to go back to homes
- Fresh water is often stored in reservoirs

Desalination Plants

- Desalination is a process which takes the salty minerals out of seawater and produces fresh drinking water
- It is expensive to build the large factory/plant to do this
- It is expensive to run the plants on 'normal' energy
- Desalination plants using renewable energy (solar power, wind energy) are being designed for the future

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Story B

Run-Off

I am inside the rain which has fallen on a mountain side.

The rain runs down the mountain side.

I reach a stream and flow down to a river.

The river flows down to the Ocean and I am released into the Ocean.

Story D

Deep Underground

I am taken deep under the surface and fall into spaces between the rocks. These spaces can store water for ages.

I think I might be here for some time before I eventually get soaked back up and returned to the cycle and ending up in the Ocean again.

Story F

Respiration

I find myself under the grass.

The roots of the grass pull me up into the blades of the grass.

A cow comes along and eats me.

I get released when the cow breathes out.

Respiration.

I get caught up in a cloud and travel around the water cycle again, and eventually end up back in the Ocean.

You could tell this story with a cabbage being eaten by a human. What happens to the water droplet then?

Story A

Domestic Water

I am inside the rain which has been collected.

I am now in a water collection point for household water.

I travel down a tap into a house.

I am used in a bath before a child's bedtime.

I get released down the plug hole into the water disposal system.

I travel along pipes and am released back into the Ocean.

Story C

Ground Water

I am inside the rain which falls on a field. I get soaked down under the earth:

- sometimes near the surface (go to Story E) or sometimes deep underground. (go to Story D)

I eventually end up back in the Ocean.

Story E

Transpiration

The Ground Water has left me near the surface, under a tree. The tree's roots pull me up, through the inside of the tree to the leaves.

I help the leaves to make glucose and oxygen (photosynthesis)

The water not needed for photosynthesis is released from the leaves into the air as **transpiration.**

I get caught up in a cloud and travel around the water cycle again, and eventually end up back in the Ocean

YEAR THREE

SESSION PLAN 2

Ocean Animals

Lesson Structure

1. Starter

Original Video 'Where Life Began'

Show images of different ocean animals.

Ask:

- How do fish live underwater?
- Why don't fish drown?
- Why do some animals live in deep water while others stay near the surface?

Key Teaching Point:

Ocean animals have special adaptations that help them survive in different habitats.

Introduce vocabulary:

Habitat
Adaptation
Predator
Prey
Camouflage
Gills

Main Input

2. Creatures that live in the sea(10–15 minutes)

Use:

 **BOOK:** *50 Incredible Facts About Ocean Animals*

Read selected sections.

Pause to ask:

- What adaptation helps this animal survive?
- Why is camouflage useful?
- How do deep-sea animals survive in darkness?

Teaching Point:

Adaptations are physical or behavioural features that increase survival.

Highlight examples:

- Blubber for warmth
- Gills for breathing
- Bioluminescence in deep sea
- Streamlined bodies for speed

3. Learning Time (10-15 minutes)

“Did You Know?” Literacy Booklet

Children:

- Choose an ocean animal
- Write factual statements
- Develop one structured paragraph
- Include at least three key vocabulary words
- True or False Game (**Template resource**)

Extension:

Create a mini fact poster for display (Wall Art).

4. Activity (15–20 minutes)

Key Words & Big Question Focus

Big Question:

Why are oceans important to all living things?

Class discussion linking:

- Food chains
- Oxygen production
- Climate regulation

Plenary

- What is an adaptation?
- Give one example of camouflage.
- Why would a deep-sea fish need special features?

True/False quick game:

- “All ocean animals live near the surface.”
- “Blubber helps animals stay warm.”

Ocean Adventures

Year THREE

Video Resources

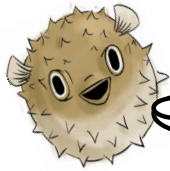
OCEAN ADVENTURES - Year Three

Session 2 - The Importance of Water
'Where Life Began'

15 mins.

Video link: <https://youtu.be/nC2dFc7D5mY>

TRUE or FALSE ACTIVITY - for use with 'Did You Know' Booklet



Draw four boxes around the page. Draw two circles labelled True and False. **Choose your 4 facts and write them in the boxes.** Can your friends get the right answers and draw wiggly lines to the correct circle. ??

*Blue Whales
are reptiles*

*Sharks can't
swim
backwards*

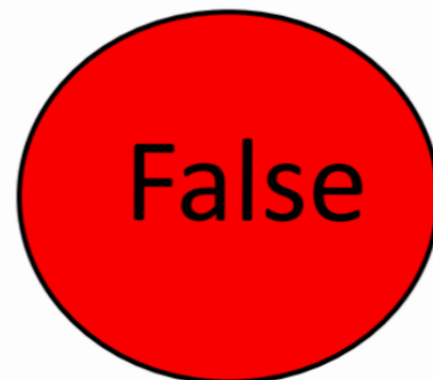
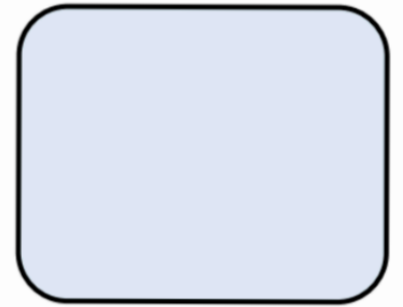
*A Giant Squid
has tentacles
with suckers to
catch it's prey*

*A Whale
Shark eats
big fish*

True

False

Example



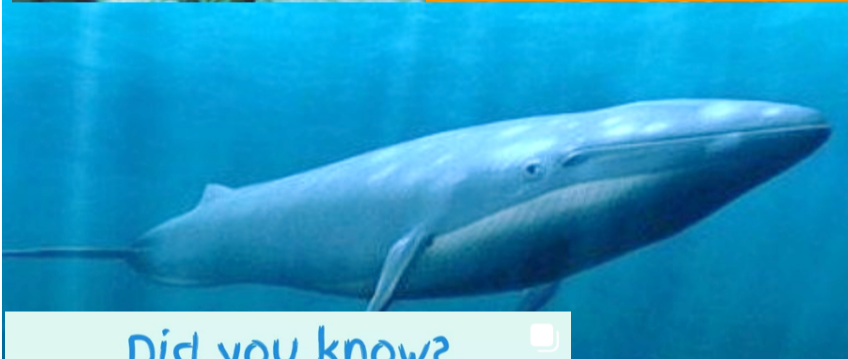



Did you know?

Oceans cover about 360 million sq. km of the Earth's surface - that's about **70% of the surface of the Earth**. There are five major ocean areas. Oceans are made from water droplets which can move easily from one ocean to another. **It would take about 1,000 years for one water droplet to travel around the world.** Scientists call the oceans of the world - the 'World Ocean'.




Did You Know?



A booklet full of facts and images

Did you know?



A coral reef is made up of lots of tiny coral polyps which live inside small chalky structures made of calcium. At feeding time they push their tentacles out to catch food floating past. Corals are invertebrates.



DID YOU KNOW?

Coral reefs are home to 25% of all marine life, despite covering less than 1% of the ocean floor.




Did you know?



There are more volcanoes underwater than on land. Volcanoes form when hot molten magma breaks through the Earth's crust. The largest underwater volcano on record is the Tamu Massif - located in the Pacific, east of Japan. It was formed about 145 million years ago.

Weird Fish Lady - Amazing Ocean Creatures

Gloria Barnett
Weird Fish Lady

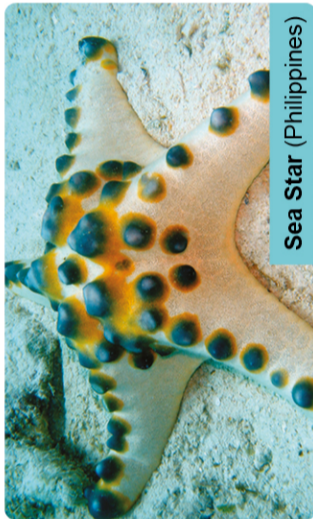
Creatures who live in the Oceans



Sea Cucumber (Egypt)



Crab (Galapagos)



Sea Star (Philippines)



Pufferfish (Indonesia)



Anemone (Australia)



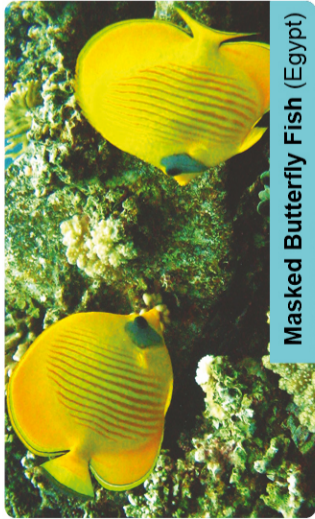
Marine Iguana (Galapagos)



Lionfish (Caribbean)



Sealion (Galapagos)



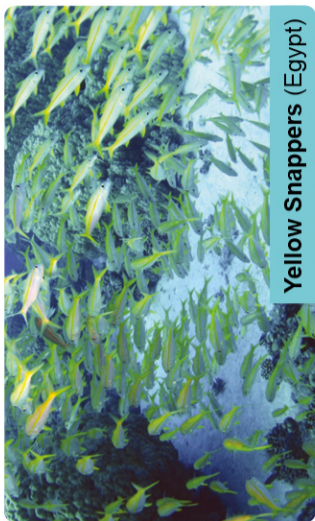
Masked Butterfly Fish (Egypt)



Jaw Fish (Indonesia)



Napoleon Wrasse (Egypt)



Yellow Snappers (Egypt)



Octopus (Indonesia)



Moray Eel (Mexico)



Anemone Fish (Egypt)



Turtle (Philippines)

Creatures who live in the Oceans

1. Sea Cucumber - is an invertebrate - it doesn't have any bones in its body.
2. Crab - likes to walk sideways.
3. Sea Star - it is not a Starfish because it is not a fish. Scientists call these creatures Sea Stars.
4. Pufferfish - can puff it's body up to scare away creatures who want to eat it.
5. Anemone - it's a coral animal. Lots off tiny coral polyps live together on a coral reef.
6. Marine Iguana - a reptile which lives on land but is a good swimmer. It gets its food from the ocean by scraping algae from the underwater rocks.
7. Lionfish - has poisonous spines along its back. Be careful not to get too close!
8. Sealion - a mammal which goes into the ocean to catch fish to eat.
9. Masked Butterfly fish - have tiny mouths to pick at food between the crevices of a reef.
10. Jawfish - the male of the species will carry the eggs in its mouth, until the eggs hatch.
11. Napoleon Wrasse - a large but friendly fish who likes to swim with divers.
12. Shoal of fish - lots of fish of the same species swim together to form a protective shield.
13. Octopus - an invertebrate - has eight tentacles, three hearts and a very clever brain.
14. Giant Moray Eel - a fish big enough to bite off the fingers of a diver if you get too close.
15. Nemo Fish - make their homes inside anemone coral to hide from predators.
16. Turtles - are marine reptiles who love to come and play with divers.

Why not research some more facts about these creatures?



Frog (Amazon)



Koala (Australia)



Dolphin (Red Sea)



Giant millipede (Amazon)



Zebra (South Africa)



Meerkat (Africa)



Lizard (Mediterranean)



Stingray (Antigua)



Alligator (Everglades)



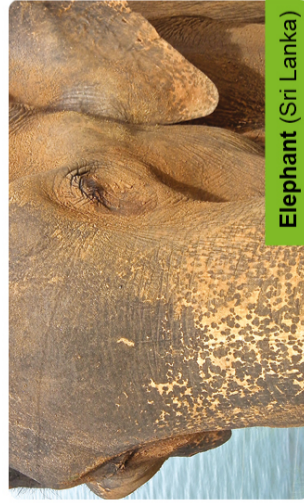
Gecko (Caribbean)



Bee (United Kingdom)



Snake (Amazon)



Elephant (Sri Lanka)



Kangaroo (Australia)



Stick insect (Amazon)



Spider (Amazon)

Amazing Creatures

1. This tiny frog lives in the Amazon Rain Forest. Frogs are amphibians.
2. Koala Bears live in Australia and eat leaves from trees. Their favourite are eucalyptus leaves.
3. Dolphins are mammals that live in the sea, not on land. They're very friendly.
4. Giant millipede - these large invertebrates have between 300-400 legs.
5. Zebras have black and white striped coats. They belong to the horse family (equines) and live in Africa.
6. Meerkats are active carnivores that live in burrows in Africa. They live in groups called mobs.
7. Lizards are reptiles. This one has incredible camouflage and can climb trees.
8. A Giant Stingray has a poisonous sting in its tail. It lives in the ocean.
9. An Alligator has a V-shaped snout and shows its teeth on the outside of its mouth.
10. Geckos are lizards which can walk upside-down on a ceiling because they have 'sticky' feet.
11. Bees are winged insects known for their roles in pollination and production of honey.
12. Snake - this one lives in the Amazon Rain Forest. It is poisonous.
13. Elephants are the largest land mammal. This one has smaller ears than the African elephant, and lives in Asia.
14. Kangaroos live in Australia. They have powerful hind legs, a long, strong tail, and small front legs. Mother Kangaroos carry their babies in a pouch at the front of their bodies.
15. Stick Insects live on trees and have very good camouflage.
16. Tarantula Spider - this spider lives in the Amazon. There are lots of species, Tarantulas range from the size of a fingernail to the size of a dinner plate.

Why not research some more facts about these creatures?

Weird Fish Lady - Amazing Birds

Gloria Barnett
Weird Fish Lady



Blue-footed Booby (Galapagos)



Gannet (New Zealand)



Pelican (Curacao)



Eagle (New Zealand)



Great Frigate Bird (Galapagos)



Sparrows (Wales)



Carpebella (Curacao)



Anhinga (Amazon)



Peacock (Sri Lanka)



Hawk (Galapagos)



Gull (New Zealand)



Hawk (Amazon)



Puffins (Farne Islands)



Oystercatcher (New Zealand)



Hoatsin (Amazon)



Saffron Finch (Curacao)

Birds

1. Blue-footed Booby - Males do a mating dance by displaying their blue feet by 'high-stepping'.
2. Gannet - large white sea birds with yellowish heads, and a wingspan of up to two metres.
3. Pelican - a very large sea bird. Wingspan of over 3 metres. They have a large elastic throat pouch which can hold the food they catch.
1. Blue-footed Booby - Males do a mating dance by displaying their blue feet by 'high-stepping'.
2. Gannet - large white sea birds with yellowish heads, and a wingspan of up to two metres.
3. Pelican - a very large sea bird. Wingspan of over 3 metres. They have a large elastic throat pouch which can hold the food they catch.
4. Eagle - a bird of prey with strong feet equipped with great curved talons to catch its prey.
5. Great Frigate Bird - a large seabird which feeds on fish taken in flight (mostly flying fish) from the ocean surface.
6. Sparrows - are much rarer than they used to be – since 1970, almost 30 million of these little birds have vanished from the UK.
7. Carpebella - this bird is rare and lives in the Caribbean Islands.
8. Anhinga - a large water bird with long fan-like tail, a long S-shaped neck and a dagger like bill.
9. Peacock - males have a train of tail feathers which are coloured metallic green. Each feather is tipped with an iridescent eyespot.
10. Galapagos Hawk - positioned at the top of the terrestrial food chain, the Galapagos hawk is an apex predator and an excellent hunter.
11. Gull - large, noisy seabirds - these gulls are found throughout UK -in coastal areas.
12. Amazon Hawk - the black-collared hawk thrives in the wetland regions of the Amazon. It lives along rivers, lakes, and flooded forests, which are vital for its fishing-based diet.
13. Puffins - seabirds that feed by diving into the water. They nest in crevices on coastal cliffs.
14. Oystercatcher - noisy birds, especially when trying to drive away predators from their nests. Use their strong flat bills to open shellfish.
15. Hoatzin- native of the Amazon Rain Forest, this is the world's smelliest bird - it produces poo which stinks like cow manure.
16. Saffron Finch - found in South America in open lowland grassland and semi arid rivers valleys.

Why not research some more facts about these creatures?

Giants in the Ocean



Blue Whale Facts

The largest creature ever to have lived on Earth, even bigger than the dinosaurs and it lives in our oceans NOW !

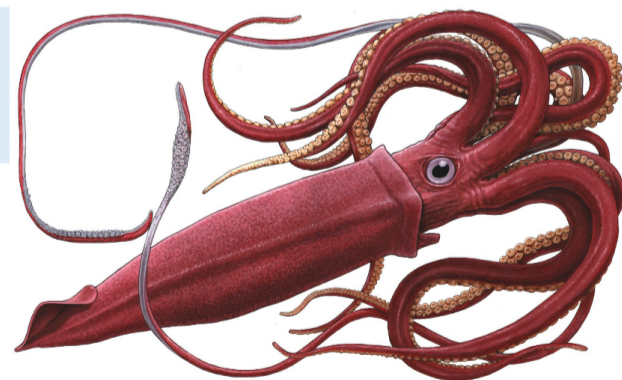
- Tongue the size of an elephant, heart the size of a car, blood vessels you could swim through.
- Can grow to 200 tonnes in weight, live for up to 90 years, and grow as long as 30 metres.
- It's a mammal not a fish – it's warm blooded, and just like humans it gives birth to live young, and the females have mammary milk glands

Whale Shark Facts




- Largest living Fish – 18m
- Evidence of existence from 60 million years ago
- Lives to about 70 years old
- Habitat: Deep, warm waters - worldwide
- Filter Feeder. Swims with its huge mouth gaping open, filtering tiny plankton, algae and krill
- The Whale Shark can circulate water through its gills, at a speed of up to 1.7 litres per second

Giant Squid Facts



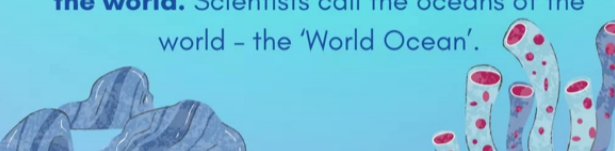
- A member of the Octopus family
- This creature is a cephalopod not a fish
- It lives in the dark deep ocean
- Its eyes grow as big as beach balls
- It uses large tentacles covered with powerful suckers to catch its prey

Examples of 'Did You Know' for your Classroom Wall



Did you know?

Oceans cover about 360 million sq. km of the Earth's surface - that's about **70% of the surface of the Earth**. There are five major ocean areas. Oceans are made from water droplets which can move easily from one ocean to another. **It would take about 1,000 years for one water droplet to travel around the world.** Scientists call the oceans of the world - the 'World Ocean'.



Did you know?


Seals have a vestigial organ - it can close the nostrils when it enters the water and slow its metabolism to save oxygen.

The benefit for this air-breathing marine mammal is it can stay underwater for much longer to hunt for food and play with divers!



Did you know?

There are more volcanoes underwater than on land. Volcanoes form when hot molten magma breaks through the Earth's crust. The largest underwater volcano on record is the Tamu Massif - located in the Pacific, east of Japan. It was formed about 145 million years ago.



Did you know?


13 billion years ago the 'Big Bang' happened and the Universe was full of tiny particles, swirling around and gradually combining to form the Universe.

4.6 billion years ago our Sun and the solar system, containing our planet Earth, formed from gas and dust particles.

3.5 billion years ago life began on Planet Earth with simple microscopic life forms.


Earth is the only planet in the Solar system with enough oxygen and water to sustain life.

A billion = 1,000,000,000. It has 9 zeros and it is a number so large our human brains can't imagine it.



Did you know?

The Earth is in constant motion - spinning and travelling around the Sun. If the Earth was still, there would be no tides or currents in the oceans. The currents in the oceans, which move the water constantly around the planet, are caused by the movement of the Earth around its own axis, as it travels on its 365-day journey around the Sun. If there was no wind in the atmosphere - there would be no waves or storms and surface ocean water would always be calm.



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Examples of 'Did You Know' for your Classroom Wall

Did you know?

There are five major oceans on our planet. The smallest is the Arctic Ocean. The other oceans are the Indian Ocean, the Antarctic Ocean, the Atlantic Ocean, and the Pacific Ocean. The largest is the Pacific Ocean which is also the deepest ocean on our planet. All our oceans were formed from water filling up in the deep pits in the crust of the Earth.

Did you know?

Oceans cover about 360 million sq. km of the Earth's surface - that's about **70% of the surface of the Earth**. There are five major ocean areas. Oceans are made from water droplets which can move easily from one ocean to another. **It would take about 1,000 years for one water droplet to travel around the world**. Scientists call the oceans of the world - the 'World Ocean'.

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There are more volcanoes underwater than on land. Volcanoes form when hot molten magma breaks through the Earth's crust. The largest underwater volcano on record is the Tamu Massif - located in the Pacific, east of Japan. It was formed about 145 million years ago.

DID YOU KNOW?

It takes 450 years for a disposable nappy to decompose in the ocean

DID YOU KNOW?

Coral reefs are home to 25% of all marine life, despite covering less than 1% of the ocean floor.

Did you know?

Four billion years ago the Earth started to form the oceans. After the original formation of the Earth, the surface began to cool and form the crust. **Volcanoes** erupted gases into the atmosphere which provided rain water. It **rained for thousands of years** to fill up huge pits in the crust and form the oceans.

YEAR THREE

SESSION PLAN 3

Global Water Access & Charity Water Carry

Session Structure

1. Starter

Ask:

- How far do you walk to get water each day?
- Do you think children everywhere have taps at home?
- How would life change if you had to collect water daily?

Key Teaching Point:

Not everyone has easy access to clean water. Millions of children walk long distances to collect it.

Introduce vocabulary:

Access
Fairness
Global
Community
Fundraising
Empathy

Main Input

2. Research Focus (10–15 minutes)

Research Task: Water Supplies Around the World

Water Aid Charity:

Discuss:

- Countries where water is scarce
- Reasons for water shortages
- Impact on education and health

Ask:

- How might carrying water affect school attendance?
- Why is clean water important for health?

Teaching Point:

Water access is a global issue linked to equality and sustainability.

3. Learning Time (10–15 minutes)

Planning the Charity Water Carry Event

Discuss:

- Purpose of the event
- What students will experience
- How to raise awareness
- Team roles and leadership

Encourage idea generation for:

- Posters
- Assembly presentation
- Fundraising goals

4. Activity (15–20 minutes)

Group Task

Children create:

- A persuasive poster about clean water
OR
- A short speech explaining why water matters
OR
- A fact sheet about global water challenges

Plenary

Reflection Questions:

- How did today's lesson make you feel?
- Why is clean water a human need?
- What can we do to help?

Exit ticket:

Write one sentence beginning:

“Access to clean water is important because...”

Now hold your Charity Water Carry Event

Extension: After the Charity Event - Watch
'Finding Dory' - Teacher to resource.

Charity Water Event

Every child has the right to be healthy, yet thousands die each day due to a lack of access to safe water and sanitation. In many countries, children must walk for miles to reach a water source, carrying heavy containers often balanced on their heads.

We invite your students to participate in a sponsored walk around a measured route within the school grounds, symbolising the journey children take to access water.

Event Details:

1. **Starting Point:** Each pupil will begin with an empty plastic milk bottle (size appropriate for the child).
2. **Walk to the Water Source:** Students will walk along the designated route to their "water source," where they will fill their bottles with water.
3. **Return Journey:** They will then walk "home," carrying their filled bottles.

Students can complete the walk by doing multiple laps of the route, as needed.

Sponsorship:

All children will seek sponsorships for their walks. Funds raised will be donated to organizations like WaterAid or UNICEF. Certificates can be awarded to those who complete the route.

Participation:

This event can start with Year Three but may also be extended to higher year groups. We recommend making this an annual event, dedicating half a day to raise money for the chosen charity.

Competition Element:

Some students may wish to challenge themselves by walking more than one lap. Consider organizing a competition for stronger walkers to carry their filled water containers for as many laps as possible, which could help increase sponsorship funds.

Learning Outcomes:

Participants will gain insight into the challenges faced by children in different countries who must travel long distances to collect water. This experience will foster empathy and understanding.

As part of the event, pupils could also research countries where children face similar daily challenges. Their findings may include discussions on droughts, increased heat, and the impact of climate change.

Assessment for Learning

Session 1: The Water Cycle

Learning Objective

To understand and explain the stages of the water cycle.

Success Criteria

- I can name the four stages of the water cycle.
- I can explain what happens at each stage.
- I can use key vocabulary correctly.

Before Learning

- Quick sketch: “Draw what you think happens to rain after it falls.”
- Think–Pair–Share: Where does rain come from?

During Learning (Formative Checks)

Mini-whiteboard checks

- Write the missing word:
Water turns into vapour during _____.
- Clouds form during _____.

Sequencing task

- Give mixed-up stage cards — pupils order correctly.

Cold-call questioning

- What makes water evaporate?
- Why does condensation happen?
- Where does collected water go next?

Common Misconceptions to Address

- Clouds are made of smoke.
- The sun “drinks” the water.
- Rain comes from holes in clouds.
- The water cycle has a starting and ending point.

Exit Ticket

1. Name the four stages.
2. Explain condensation in one sentence.
3. Why is the sun important in the water cycle?

Assessment for Learning

Session 2: The Importance of Water




Learning Objective

To understand why water is essential for life.

Success Criteria

- I can give at least four uses of water.
- I can explain why living things need water.
- I can describe what might happen without water.
-

Before Learning

- Question on board: “Could humans survive without water? Why?”
- Traffic light cards:
 Yes |  Not sure |  No

During Learning

Sorting task

Sort images into:

- Human use
- Animal use
- Plant use
- Environmental use

Scenario questioning

- What would happen if there was no rain?
- Why do farmers need water?
- Why is clean water important?
-

Justify answers

- “Water is more important than electricity.” Agree or disagree?

Common Misconceptions

- Only humans need water.
- Oceans provide drinking water directly.
- Water is unlimited.

Exit Ticket

Complete the sentence:
“Water is important because _____.”

Challenge:
Name one way we can save water.

Assessment for Learning

Session 3: Global Water Access and Charity Water Carry

Learning Objective

To understand that access to clean water is not equal around the world and why this matters.

Success Criteria

- I can explain what “access to water” means.
- I can describe how water shortages affect people’s lives.
- I can use key vocabulary correctly (access, fairness, global, community, fundraising, empathy).
- I can explain why clean water is important for health and education.

Before Learning

- Question on board:
“Do all children around the world have clean water at home?” Why / Why not?
- Quick response activity:
How far do you walk for water each day?
(Hands up discussion)
- Vocabulary check:
What do you think the word *access* means?

During Learning (Formative Checks)

Think–Pair–Share

- How might carrying water every day affect going to school?
- Why is clean water important for health?

Mini-whiteboard check

Write one reason why some countries have limited water supplies.

Scenario questioning

- If a child walks two hours each morning to collect water, what might they miss?
- How might dirty water make people ill?
- Why is water access linked to fairness?

Vocabulary application

Give a sentence using one of these words correctly:

Access | Fairness | Global | Community | Fundraising | Empathy

Common Misconceptions to Address

- Everyone in the world has taps at home.
- Water shortages only happen in very hot countries.
- Dirty water is safe if it looks clear.
- Water access is not linked to education.

Exit Ticket

1. What does “access to water” mean?
2. Give one way water shortages affect children.
3. Complete the sentence:
“Access to clean water is important because _____.”

Challenge:

Name one action our community could take to help improve global water access.

Name: _____

Date: _____

Year Three – Water Unit Quiz

Section 1: Multiple Choice (circle the correct answer)

1. What causes evaporation?
a) The moon b) The sun c) The wind
2. What is water vapour?
a) Solid water b) Liquid water c) Water in gas form
3. Which is freshwater?
a) Ocean water b) River water c) Seawater

Section 2: Short Answer

4. Name the four stages of the water cycle.

5. Why is water important for plants?

6. Give one way we can save water.

Section 3: Vocabulary Match

Draw lines to match the word to its meaning:

Evaporation

Water falling from clouds

Condensation

Water changing into gas

Precipitation

Clouds forming from water vapour

Collection

Water gathering in rivers and oceans

Section 4: Diagram Question



Section 5: Challenge Question

Why is water essential for life on Earth?

Name: _____

Date: _____

Year Three – Water Unit Quiz (Higher Challenge)

Section 1: Advanced Multiple Choice

1. Why is the water cycle described as a continuous process?
 - a) It stops at the ocean
 - b) It repeats with no beginning or end
 - c) It only happens in summer
2. What would most likely happen if evaporation increased worldwide?
 - a) Fewer clouds would form
 - b) More rainfall may occur
 - c) Rivers would disappear instantly
3. Which statement about freshwater is correct?
 - a) It makes up most of Earth's water
 - b) It is mainly found in oceans
 - c) It is limited and must be conserved

Section 2: Short Explanation

4. Explain how the sun drives the water cycle.

5. Describe what might happen to plants, animals, and humans during a drought.

6. Explain the difference between evaporation and condensation.

Section 3: Vocabulary in Context

Write a sentence using each word correctly:

Evaporation _____

Conservation _____

Irrigation _____

Freshwater _____

Section 4: Extended Response

7. How are the water cycle and the importance of water connected? Explain in detail.

Section 5: Greater Depth Challenge

8. Imagine Earth had no water cycle. What would change over time? Give at least three effects.

Year Three – Water Unit Quiz (Higher Challenge) – Teacher Answer Sheet

Section 1: Advanced Multiple Choice

1. **b)** It repeats with no beginning or end
2. **b)** More rainfall may occur
3. **c)** It is limited and must be conserved

Section 2: Short Explanation (Model Answers)

4. The sun heats water in oceans, rivers, and lakes causing evaporation. This water vapour rises, cools, condenses into clouds, and eventually falls as precipitation.
5. During a drought plants may die, animals may struggle to find water, and humans may face water shortages and food supply problems.
6. Evaporation is when liquid water changes into gas due to heat. Condensation is when water vapour cools and changes back into liquid droplets.

Section 3: Vocabulary in Context (Example Answers)

Evaporation – Water evaporates when the sun heats a puddle.

Conservation – We practise water conservation by turning off taps.

Irrigation – Farmers use irrigation to water their crops.

Freshwater – Rivers provide freshwater for drinking.

Section 4: Extended Response (Marking Guidance)

Water cycle moves and recycles water, ensuring freshwater supply for living things. Without the cycle, water would not be distributed across land.

Section 5: Greater Depth Challenge (Expected Points – any three)

- No rainfall
- Rivers and lakes dry up
- Crops fail
- Wildlife declines
- Human water shortages
- Climate changes over time







Total Marks				20

Year Three – Water Unit Self-Assessment




Name: _____

Date: _____




Section 1: The Water Cycle

- | | | | |
|--|--|--|--|
| I can name the four stages of the water cycle. |  |  |  |
| | I understand this well | I'm nearly there | I need more help |
| I can describe evaporation and condensation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can label a simple water cycle diagram. |  |  |  |
| | I understand this well | I'm nearly there | I need more help |

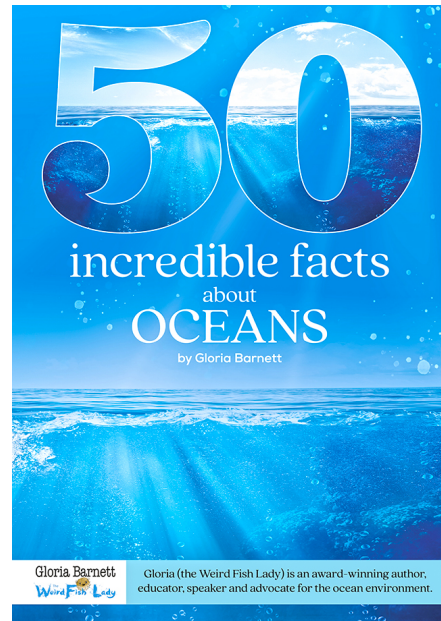
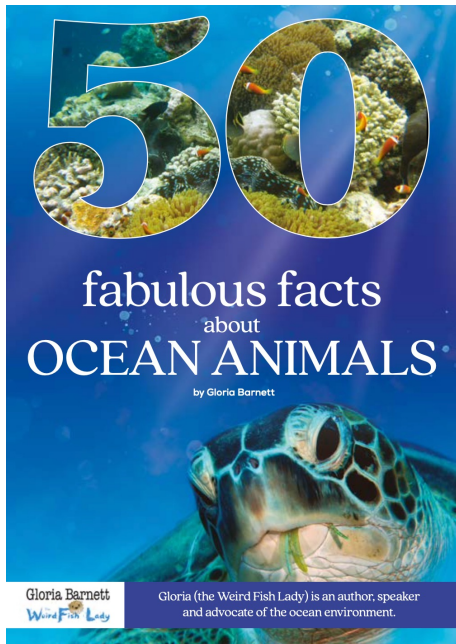
Section 2: The Importance of Water

- | | | | |
|---|---|---|---|
| I can explain why living things need water. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how we use water every day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know why it is important to save water. |  |  |  |
| | I understand this well | I'm nearly there | I need more help |

Section 3: States of Water and Vocabulary

- | | | | |
|--|---|---|---|
| I can describe solid, liquid, and gas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can give examples of solids, liquids, and gases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use words like freezing, melting, and precipitation correctly. |  |  |  |
| | I understand this well | I'm nearly there | I need more help |

My Target



The Ocean Adventures Teachers' Resource is the companion for the Books:

50 Fabulous Facts about Ocean Animals: ISBN 9781838064389

50 Incredible Facts about Oceans : ISBN 9781739308407

Print copies available from Amazon and major English-language bookshops worldwide.

Ebooks available from Amazon.

Books for Schools

Special school bulk pricing is available for UK schools.

For more information, contact the author, Gloria, at the website <https://barnettauthor.co.uk>