

# Unit 9

## Fractions 2

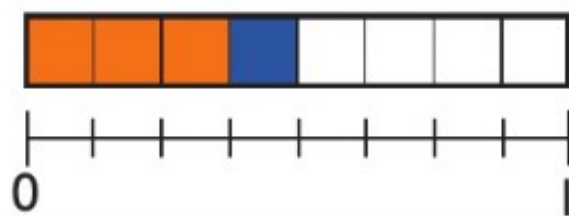
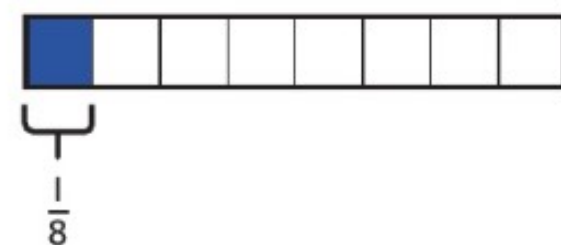
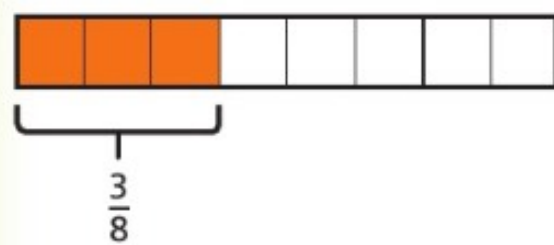


In this unit we will ...

- ⚡ Learn to add and subtract fractions with the same denominator
- ⚡ Learn to subtract a fraction from a whole number
- ⚡ Understand how to find a fraction of an amount

We will use fraction strips to add and subtract fractions.

$$\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$$



We will need some maths words. How many of these do you remember?

numerator

denominator

add

subtract

improper fraction

mixed number

fraction of an amount

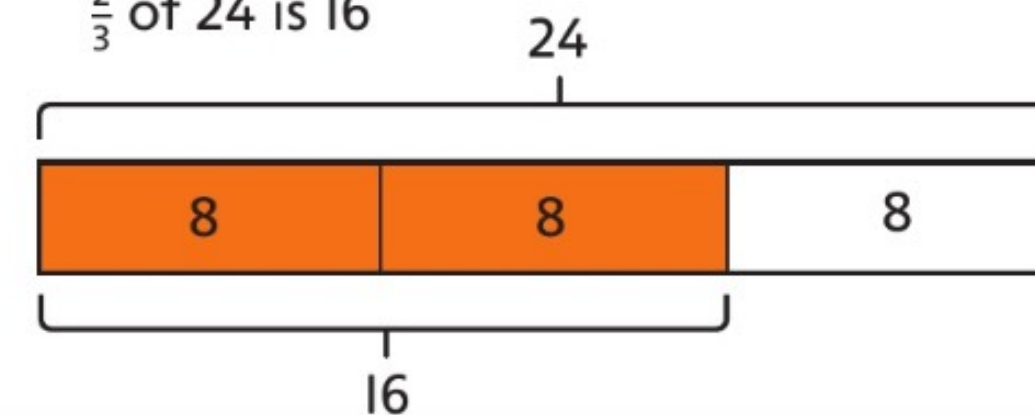
You need to be able to find a fraction of an amount.

Find  $\frac{2}{3}$  of 24.

$$24 \div 3 = 8$$

$$8 \times 2 = 16$$

$\frac{2}{3}$  of 24 is 16





# Unit II

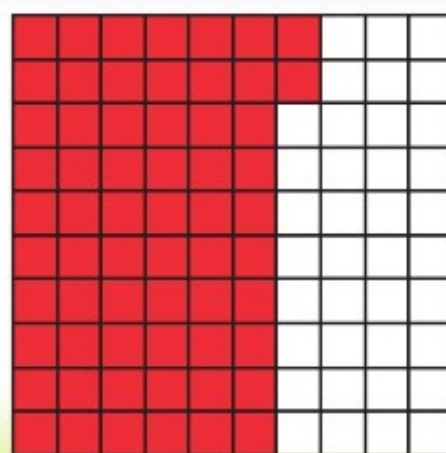
## Decimals 2



In this unit we will ...

- ⚡ Work out what we need to make a whole
- ⚡ Write and partition decimals
- ⚡ Compare and order decimals
- ⚡ Round decimals to the nearest whole number
- ⚡ Learn the decimal equivalents of fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$

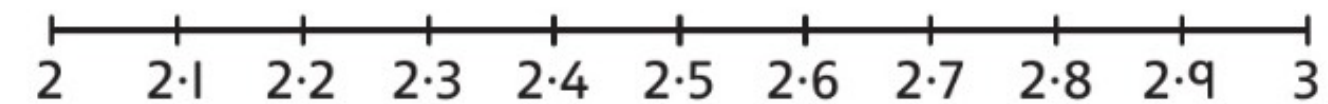
In the last unit, we learnt how to show a decimal. What decimal is shown here?



We will need some maths words. How many of these can you remember?

- tenths
- hundredths
- 0.1 and 0.01
- equivalent
- whole number
- round
- greater than (>)
- less than (<)
- equal to (=)
- order
- compare
- decimal place
- ascending
- descending

We will also need to know where to find a decimal on a number line. This will help us round the number.





# Unit 12

## Money



- In this unit we will ...
- ⚡ Write money in pounds and pence, using a decimal point
  - ⚡ Order, add and subtract amounts of money
  - ⚡ Make estimates with money
  - ⚡ Find change
  - ⚡ Solve simple word problems involving money

Do you know how to work out how much money there is? Remember to add the pounds first and then the pence.



We will need some maths words. Do you know what they all mean?

- notes
- coins
- pounds (£)
- pence (p)
- add
- subtract
- change
- total
- order
- greater than (>)
- less than (<)
- cheaper
- more expensive
- estimate
- over estimate
- under estimate

We need to be able to add and subtract using column methods.

$$56p + 89p$$

$$56p + 89p = 145p$$

$$145p = \text{£}1 \text{ and } 45p$$

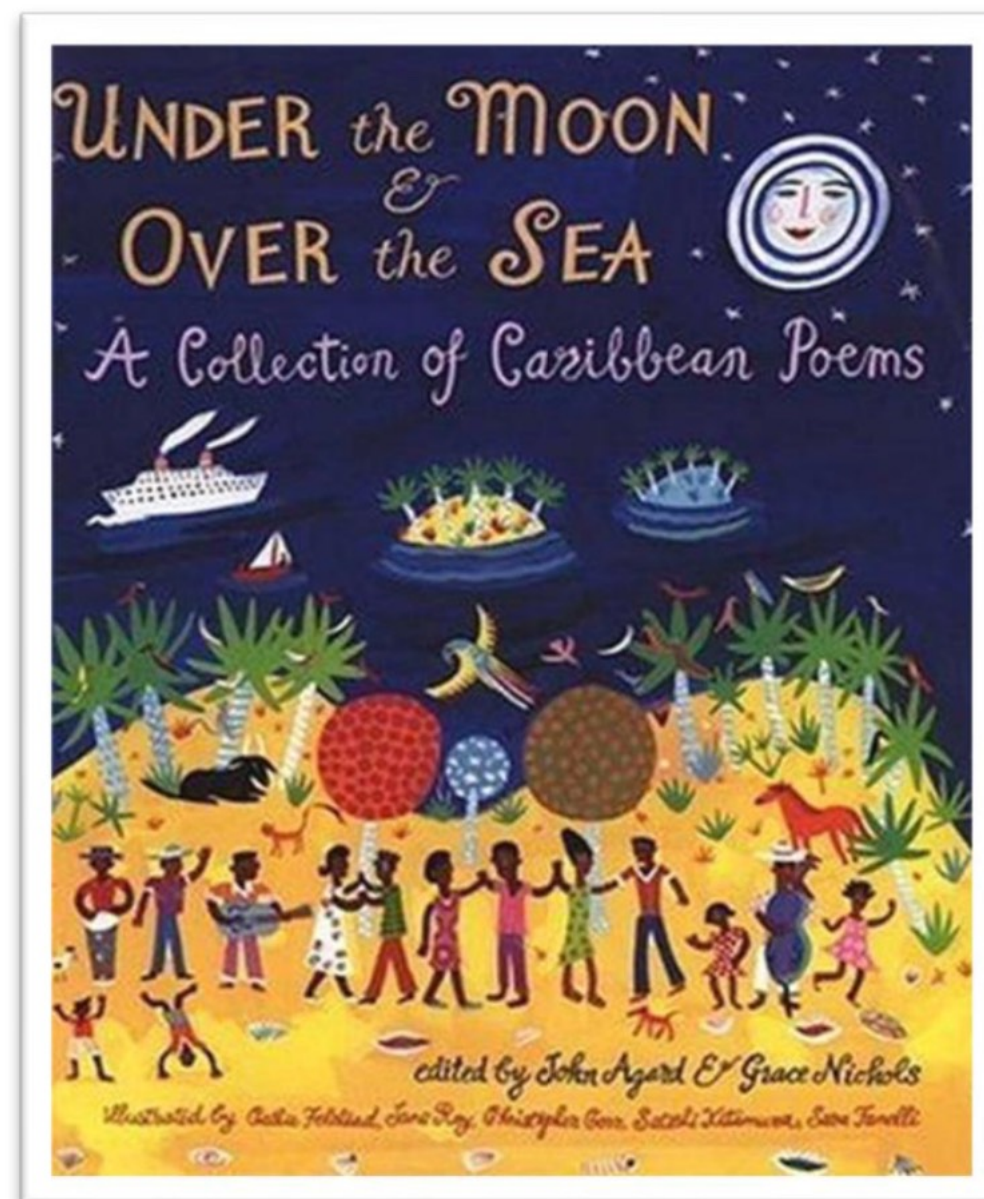
	H	T	O
		5	6
+		8	9
	1	4	5





# Windrush Child

by John Agard



## Pathways to Poetry approach

### → Gateway

Hook the pupils into learning  
Learn a poem by heart



### → Pathway

Identify *Poetry keys*  
Compare similar poems  
Collect vocabulary and ideas

### → Writeaway

Plan and share with a friend  
Write  
Check against *Poetry keys*

## National curriculum skills for this unit:

### Spoken language:

- Gain, maintain and monitor the interest of the listeners
- Use spoken language: imagining and exploring ideas
- Build vocabulary
- Select and use appropriate registers for effective communication

### Reading comprehension:

- Use dictionaries to check the meaning of words
- Prepare poems and playscripts to read aloud and perform
- Show understanding through intonation, tone, volume and action
- Recognise different forms of poetry
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Ask questions to improve understanding of a text

### Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Writing outcome:

To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.

### Greater depth writing outcome:

Write a similar poem with freedom to change the structure and include feelings vocabulary.



## Pathways to Write keys

### → Poetry keys

- Use increasingly effective similes to create imagery
- Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration



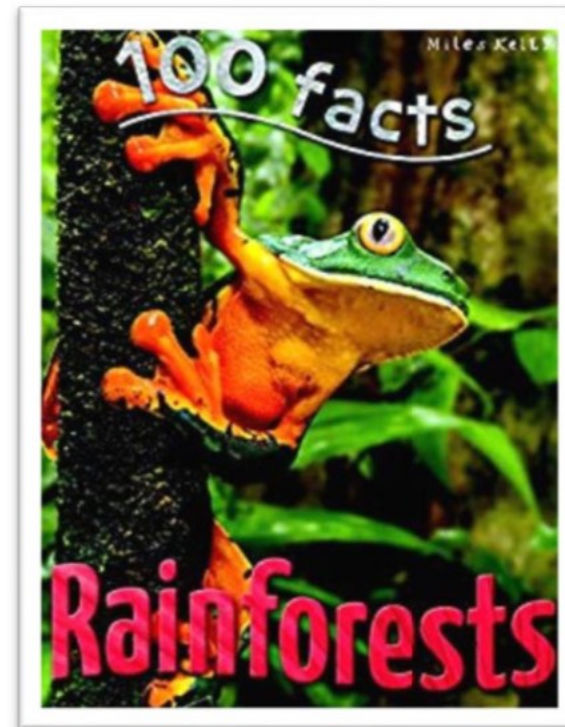
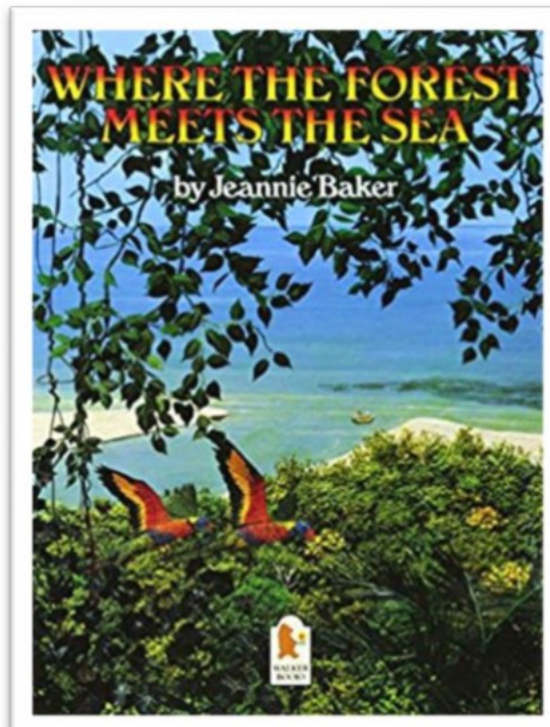
# Where the Forest Meets the Sea

by Jeannie Baker

&

# 100 facts Rainforests

By Miles Kelly



## Pathways to Write approach

### ↳ Gateway

Hook the pupils into learning  
Establish *Gateway keys*

### ↳ Pathway

Teach and repeat *Mastery keys*  
Practise and apply in new contexts  
Identify *Feature keys*

### ↳ Writeaway

Plan (sequence, section, share with a friend)  
Write  
Check against *Mastery keys*



Pathways to Write

## National curriculum skills for this unit:

### Spoken language:

- Listen and respond
- Ask relevant questions
- Give well-structured **descriptions, explanations** and narratives
- Maintain attention and participate actively in collaborative conversations
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

### Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

### Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- In non-narrative material, use simple organisational devices
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear


## Outcome: Non-chronological report writing

### Writing outcome:

To make a zoo information board for a rainforest exhibit

### Greater depth writing outcome:

Include an interactive element such as a voiceover for a short video

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↳ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>• Revise use of simple organisational devices in non-narrative material</li> <li>• Write in the present tense</li> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Use expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Build a varied and rich vocabulary</b></li> <li>• <b>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b></li> <li>• <b>Use paragraphs to organise information and ideas around a theme</b></li> <li>• <b>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</b></li> <li>• <b>Recognise the grammatical difference between plural and possessive 's'</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Write in present tense</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> </ul>



Year 4: Samba and carnival sounds and instruments (South America)

Musical style: Samba



Samba is a Brazilian music style which forms a part of everyday life in Brazil. It is used for celebrations, including the Rio Carnival, and even in football! It is a style of music which layers syncopated rhythms on multiple percussion instruments.

Instruments

Untuned percussion

Percussion instruments you cannot play a tune on.

Agogo



Caixa



Chocahlo



Ganza



Repique



Surdo



Tamborim



Vocabulary

Rhythm

A pattern of long and short sounds (and silences) within a piece of music.

Syncopation

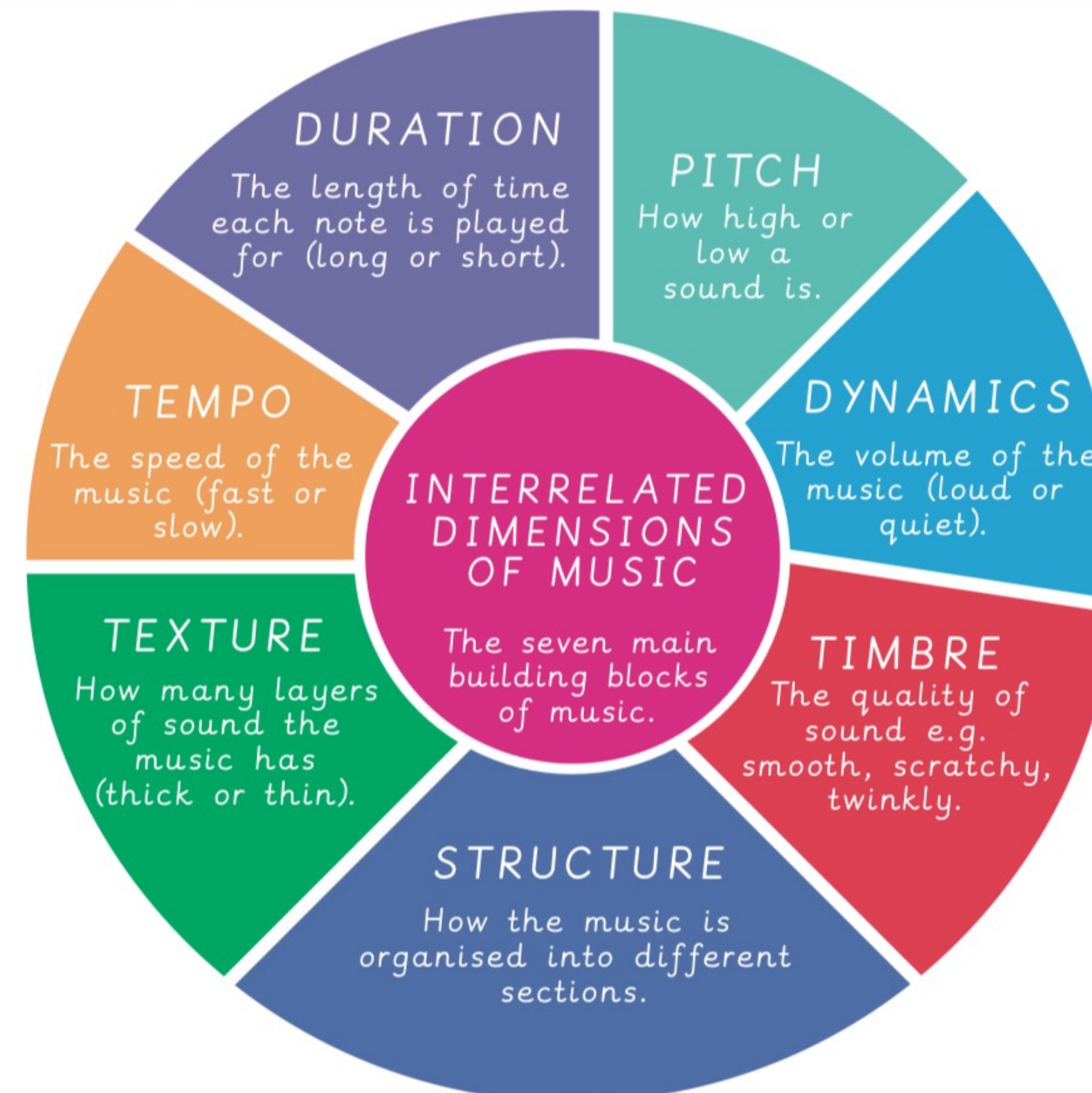
A type of musical rhythm in which the strong notes are not on the beat.

Off-beat

The beats in between the ones you would naturally clap on.

Break

A four or eight beat rhythm which is usually played once or twice.





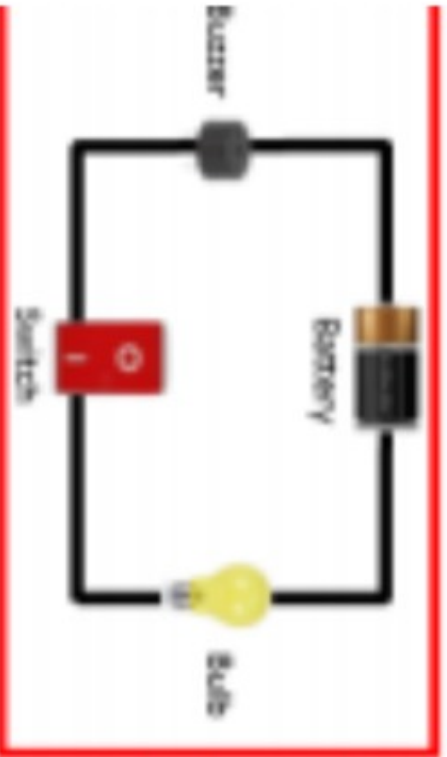
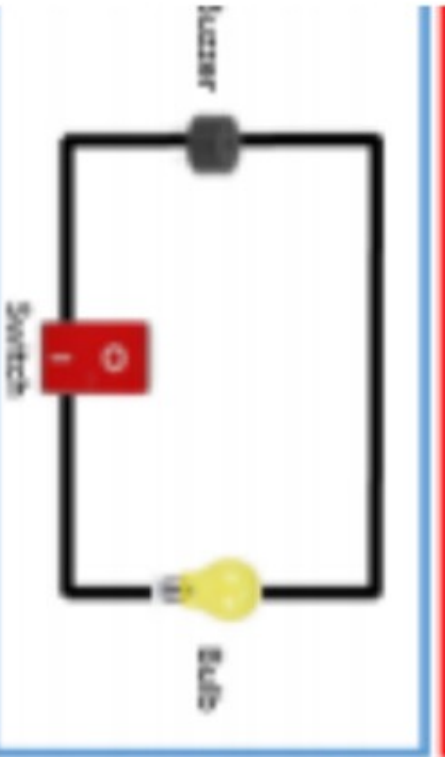
<b>Science Focus</b>	<b>Electricity</b>	<b>Year 4</b>	<b>Summer 1</b>
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<b>What? (Key Knowledge)</b>	
What is electricity?	Electricity is created by generators which can be powered by gas, coal, oil, wind or solar. The electrical energy can be converted into other types of energy such as light, heat, movement or sound. Electricity is dangerous, so be careful when using electrical appliances.
What are common appliances that run on electricity?	Any appliances that need to be plugged in run on electricity. For example: Television, Computer, Microwave, Lights

<b>Statutory requirements</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts,</li> <li>• including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or</li> <li>• not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or</li> <li>• not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	

What is a circuit?	Electricity can flow through the components in a complete electrical circuit. A circuit always needs a power source, such as a battery, with wires connected to both the positive (+) and negative (-) ends. (A battery is made from a collection of cells connected together). A circuit can also contain other electrical components, such as bulbs, buzzers or motors, which allow electricity to pass through. Electricity will only travel around a circuit that is complete. That means it has no gaps.
What is a switch?	You can use a switch in a circuit to create a gap in a circuit. This can be used to switch it on and off. When a switch is open (off), there is a gap in the circuit. Electricity cannot travel around the circuit. When a switch is closed (on), it makes the circuit complete. Electricity can travel around the circuit

<b>What? (Key vocab)</b>	
<b>Spelling</b>	<b>Definition</b>
circuit	A complete route which an electric current can flow around.
Current	A flow of electricity through a wire.
Battery	A small device that provides power for electrical items.
Cell	A device used to generate electricity. A battery is an example of a cell.
Conductor	Any material that electricity can pass through or along.
Insulator	Any material that electricity cannot pass through or along.

<b>Diagrams and Symbols</b>	
<b>Would the bulb light up?</b>	
	<p>Will the bulb light?</p> <p><b>Yes</b></p> <p>Why?</p> <p>The circuit has a battery and a bulb and is complete.</p>
	<p>Will the bulb light?</p> <p><b>No</b></p> <p>Why?</p> <p>The circuit has no battery to provide the electrical power.</p>

<b>Possible experiences</b>	
<ul style="list-style-type: none"> <li>• Set up circuits and predict whether the bulb will light or not.</li> <li>• Set up circuits and experiment with ways to make the bulbs brighter.</li> <li>• Set up a circuit to test materials that are conductors or insulators.</li> <li>• Set up a human circuit to show how the electrons move around.</li> <li>• Use a Venn diagram to sort and categorise appliances into battery operated, mains operated or both.</li> </ul>	





il fait beau  
it's nice weather



il fait mauvais  
it's bad weather



il fait chaud  
it's hot



il fait froid  
it's cold



il pleut  
it's raining



il neige  
it's snowing



il y a du vent  
it's windy



il y a des nuages  
it's cloudy



le nord  
the north



l'est  
the east



le sud  
the south



l'ouest  
the west





Quel temps fait-il?

Il pleut!

What's the weather like?

It's raining!

Dans le + [compass point] + [weather]      [Weather] + dans le + [compass point]

Il fait trente degrés.

Dans le nord, il fait chaud.

Il fait quinze degrés.

Il y a des nuages dans l'ouest.

In the north, it is hot.

It is 30 degrees.

It is cloudy in the west.

It is 15 degrees.

dix	vingt	trente	quarante	cinquante	soixante	soixante-dix	quatre-vingts	quatre-vingt-dix	cent
10	20	30	40	50	60	70	80	90	100



## Electrical Systems - Torches

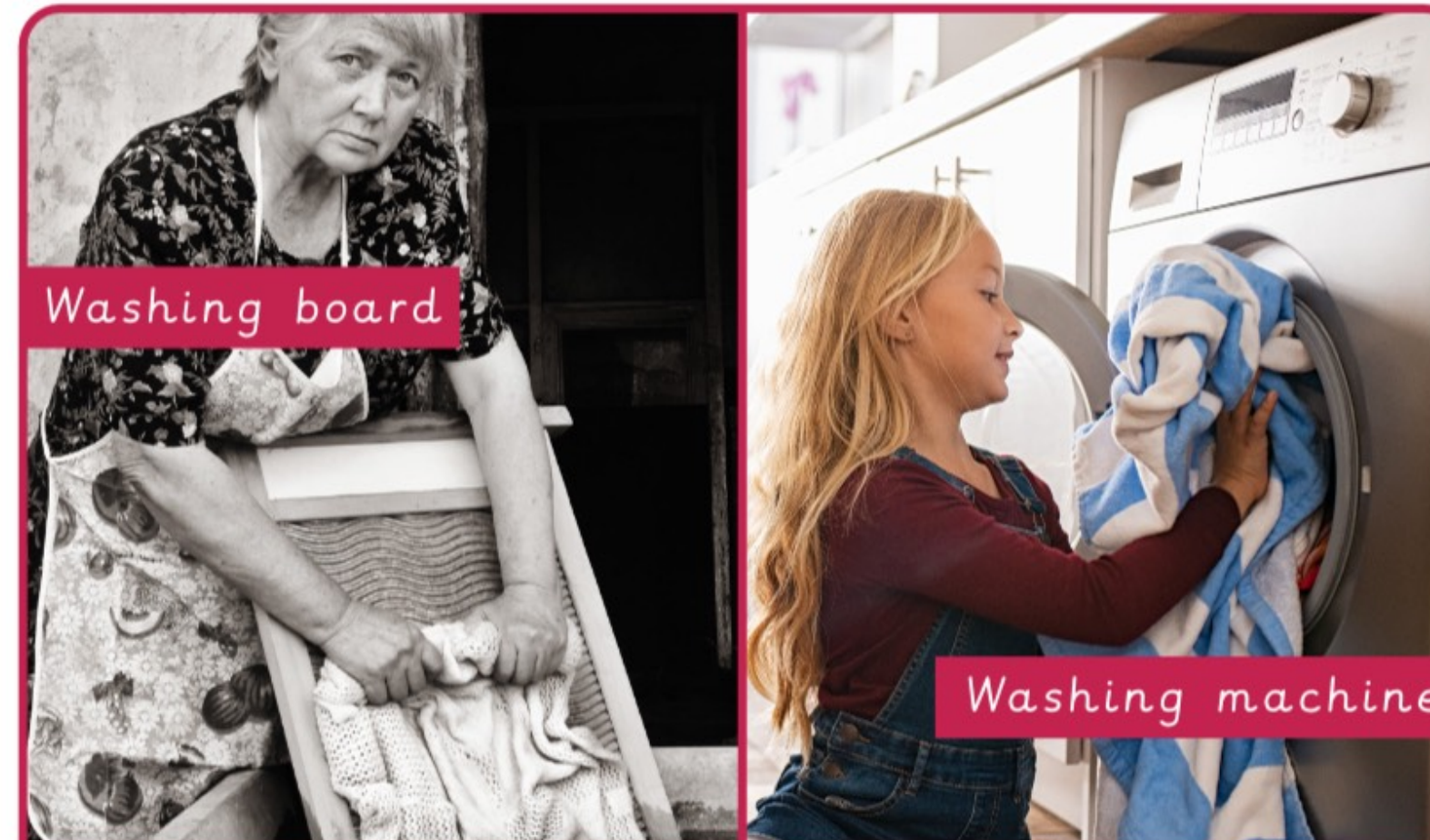
Battery	Two or more cells put together to provide electrical energy to power a circuit.
Bulb	A circuit part, made from glass or plastic, which gives out light when electricity passes through it.
Buzzer	A circuit part which will make a buzzing noise when electricity is passed through it.
Cell	A single unit that provides electrical energy to power a circuit.
Conductor	A material that allows electricity to flow through it. e.g. metal.
Copper	A reddish metal material that is good at letting heat and electricity flow through it. It is often used to make wires and pipes.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Electrical item	Objects that need electricity to work such as hair dryers, toasters and kettles.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make objects work (for example to move things or to heat them up).
Electronic item	Electrical items that have an element of computer processing in them such as mobile phones and laptops.
Insulator	A material that does not allow electricity to flow through it. e.g. plastic.
Series circuit	A closed circuit where the current follows one path.
Switch	A circuit part that you can open or close to allow electricity to flow through or to stop it flowing through. (For example, in a house, an electric light switch lets you turn the lights on or turn the lights off.)
Test	To find out whether something works as it should.
Torch	A battery-powered electric lamp.
Wire	A thin piece of copper thread which conducts electricity to connect circuit components together.

## Key facts

Many products use batteries!



## Did you know?



Once upon a time, there were no electrical items to use!  
They had not been invented.  
How would life be different for you without electrical items?

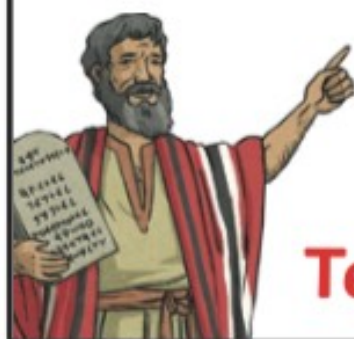


Key Vocabulary	
<b>Ten Commandments</b>	Ten important life rules for Jews given to Moses by God.
<b>the Sabbath</b>	The holy day for Jews.
<b>pilgrimage</b>	A special religious journey.
<b>synagogue</b>	Place of worship for Jewish people.
<b>rabbi</b>	Jewish religious leader and teacher.
<b>Ark</b>	The place where the <b>Torah</b> is kept in a <b>synagogue</b> .
<b>Torah</b>	The Jewish holy book.
<b>Hebrew</b>	A language used by Jewish people.

## Main Beliefs

Jews believe in one God. They also try to live by the **Ten Commandments**.

They include using God's name with respect, remembering **the Sabbath**, respecting your parents and not lying or stealing.



Jews believe God gave the **Ten Commandments** to Moses.

## Judaism

Judaism began around 4000 years ago in the Middle East. Jerusalem is a place where many Jews go to on **pilgrimage**.



## Hebrew

**Hebrew** is a special language for Jews. Jews believe God gave the **Ten Commandments** to Moses in **Hebrew**. The **Torah** is written in **Hebrew** and Jews learn to read it.

## Special Places for Jews

Jewish people go to a **synagogue** to worship. Men and women sit separately in some **synagogues**. The most important part of the **synagogue** is the **Ark**. This is where the **Torah** is kept. The **Torah** is treated with great respect. Jews are not allowed to touch it.

## The Sabbath

**The Sabbath** lasts from sundown on Friday to sundown on Saturday. Jews celebrate as a family. They enjoy a special meal with prayers and songs.








## Key Vocabulary

<b>Hannukah menorah</b>	A special lamp with nine candles that's lit by Jews during Hanukkah.
<b>fast</b>	To not eat or drink for a period of time.
<b>barmitzvah</b>	A ceremony to show a Jewish boy has become an adult. It happens when a boy is 13 years old.
<b>batmitzvah</b>	A ceremony to show a Jewish girl has become an adult. It happens when a girl is 12 years old.

## Jewish Symbols

		
A tallit is a special prayer shawl used by Jewish men to pray.	A kippah is a special cap worn by Jewish men and boys to show respect to God.	The Star of David is the symbol of the Jewish community.

## Key Vocabulary

Yom Kippur is when Jews <b>fast</b> , reflect on the previous year and pray for God's forgiveness.
Hanukkah is the 'festival of lights' when Jews light a <b>Hannukah menorah</b> dedicated to God.
Passover is when Jews remember being led out of slavery by Moses.
<b>Barmitzvah</b> and <b>batmitzvah</b> are important celebrations for Jewish families.





### About this Unit

In this unit you will be set challenges for distance and time that involve using different styles of running, jumping and throwing. You will try to achieve your greatest possible speed, distance or accuracy and learn how to persevere to achieve your personal best. You will learn how to improve by identifying areas of strength as well as areas to develop. You will also be given opportunities to lead when officiating as well as observe and provide feedback to others.



### Official Athletic Events

Running	Jumping	Throwing
<b>Sprinting</b> 100m, 200m, 400m	<b>Long Jump</b> Jump for distance	<b>Discus</b> Fling throw
<b>Hurdles</b>	<b>Triple Jump</b> Jump for distance	<b>Shot</b> Push throw
<b>Relay</b>	<b>High Jump</b> Jump for height	<b>Hammer</b> Fling throw
<b>Middle Distance</b> 800m, 1500m	<b>Pole Vault</b> Jump for height	<b>Javelin</b> Pull throw
<b>Long Distance</b> 5,000, 10,000		
<b>Steeplechase</b>		

Have you seen any of these events before?



### Key Vocabulary

- accuracy:** how close the object is to the given target
- distance:** how far or how high
- heave:** throwing with power from low to high
- launch:** the point where an object is let go
- measure:** to mark a distance
- official:** referees who judge events
- officiate:** to be in charge of the rules
- pace:** how fast you are running
- power:** speed and strength combined
- record:** to make note of
- speed:** how fast you are travelling
- stamina:** the ability to move for sustained periods of time
- stride:** the length of the step
- technique:** the action used correctly
- transfer of weight:** movement of body weight from one place to another



### Ladder Knowledge



**Running:**  
Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster.

### Jumping:

Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight.

### Throwing:

Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.

### Movement Skills

- pace
- sprint
- jump for distance
- throw for distance

This unit will also help you to develop other important skills.

**Social** collaboration, leadership

**Emotional** perseverance, determination, honesty

**Thinking** reflection, observing and providing feedback, exploring ideas, comprehension

### Rules

#### JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

#### THROWING EVENTS

- Throws are measured from the throw line to where the object first lands.

### Healthy Participation



In throwing activities ensure you:  
 • wait for instruction and check the area is clear before throwing.  
 • there is adequate space between throwers.

If you enjoy this unit why not see if there is an athletics club in your local area.



### How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

### Home Learning

#### It's all About the Pace

**What you need:** socks and a stopwatch or clock

#### How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

**Notice what happens to the distance you complete when the time increases.**



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136





# Knowledge Organiser Fitness Year 3 and Year 4

## About this Unit

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...



- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.
- Stamina: when playing the whole of lunchtime.
- Strength: when carrying your school bag.



Can you think of any other examples of when these elements of fitness would be useful?

## Key Vocabulary

- accelerate:** speed up
- agility:** the ability to change direction quickly
- balance:** the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
- co-ordination:** moving two or more body parts at the same time
- control:** being able to perform a skill with good technique
- decelerate:** slow down
- direction:** forwards, backwards, sideways
- dynamic:** how an action is performed e.g. quickly, slowly, gently
- muscle:** tissue that helps us to move our bodies
- progress:** to improve
- react:** to respond to quickly
- record:** to make note of
- speed:** how fast you are travelling
- stamina:** the ability to move for sustained periods of time
- static:** on the spot
- strength:** the amount of force your body can use
- technique:** the action used correctly



## Ladder Knowledge



Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
<b>Year 3:</b> agility helps us with everyday tasks.	<b>Year 3:</b> balance helps us with everyday tasks.	<b>Year 3:</b> co-ordination helps us with everyday tasks.	<b>Year 3:</b> leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	<b>Year 3:</b> when completing strength activities, they need to be performed slowly and with control to help you to stay safe.	<b>Year 3:</b> stamina helps us in other life activities.
<b>Year 4:</b> keep your elbows bent when changing direction to help you to stay balanced.	<b>Year 4:</b> you need to squeeze different muscles to help you to stay balanced in different activities.	<b>Year 4:</b> if you begin in a ready position, you can react quicker.	<b>Year 4:</b> a high knee drive, pumping your arms and running on the balls of your feet will give you more power.	<b>Year 4:</b> strength comes from different muscles and it can be improved in different ways.	<b>Year 4:</b> you need to pace yourself when running further or for a long period of time.

## Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

**Social** support others, work safely, communication

**Emotional** perseverance, determination, honesty

**Thinking** identify areas of strength and areas for development

## Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

## Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.



If you enjoy this unit why not see if there is an athletics club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

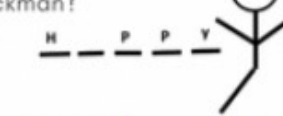
## Home Learning

### Stickman

**What you need:** A pen and piece of paper, one player, one person to choose the words.

#### How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises. star jumps / hops / sit ups / jumping twists / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB. stickman to include head, body, two arms and two legs



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Head to our youtube channel to watch the skills videos for this unit.



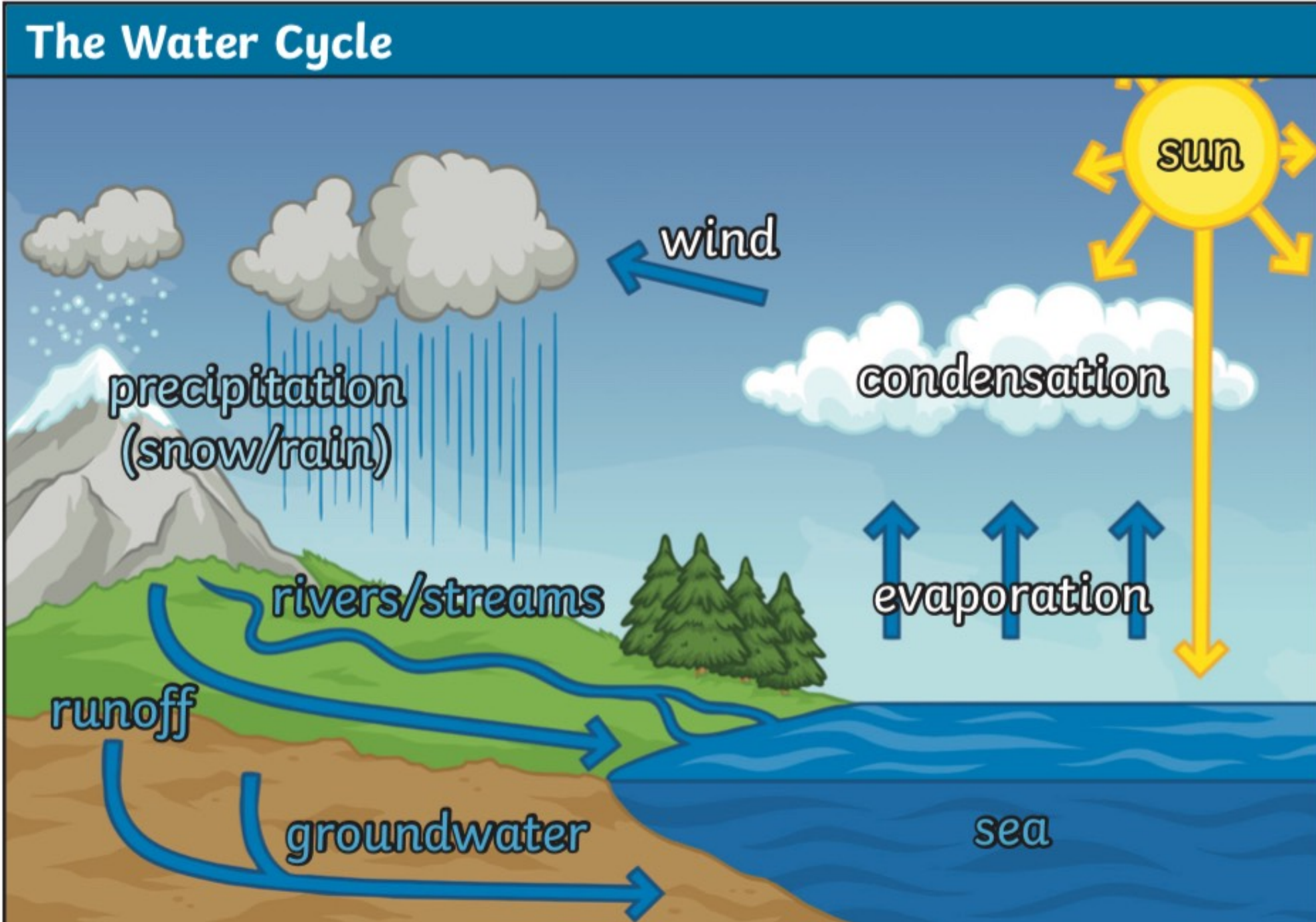
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Key Vocabulary	
<b>dam</b>	A barrier that blocks off flowing water.
<b>fertiliser</b>	A substance that helps make plants grow.
<b>particles</b>	Everything is made up of matter. <b>Particles</b> are tiny bits of matter.
<b>pesticides</b>	A substance used to destroy pests such as small animals, insects and weeds.
<b>pollution</b>	Anything that is introduced into a habitat which has a harmful effect on plants and animals living there.
<b>reservoir</b>	A man made lake that is used to store water.
<b>water vapour</b>	Water that is in the form of a gas.


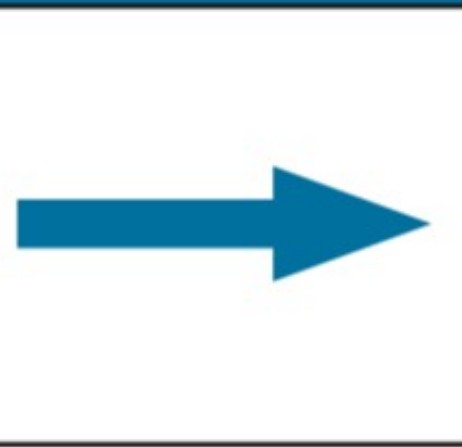

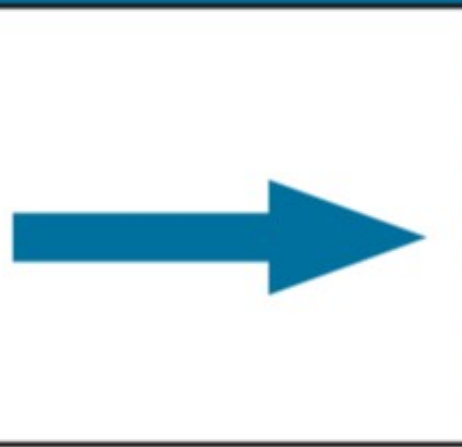

Changing State			
Evaporation	Condensation	Melting	Freezing
Evaporation occurs when a liquid changes into a gas or <b>water vapour</b> . 	Condensation is when a gas cools and changes to a liquid. 	This is when a solid is heated and changes to a liquid. 	Freezing is the process of a liquid cooling and changing to a solid. 





Clouds form when warm, moist air is cooled. When it is cooled, it condenses into tiny water droplets which appear as clouds.



Heat from the sun evaporates water, which rises, condenses in the cool air and then falls back down to earth.



Treating Water				
				
Water is stored in <b>reservoirs</b> to allow solids to settle at the bottom.	Chemicals are added to help remove small <b>particles</b> .	Water passes through gravel and carbon to filter out tiny <b>particles</b> .	Chlorine is added to kill off bacteria.	Water is clean and safe to drink.

Flooding			
Fluvial	Pluvial	Coastal	Plumbing
			
Lots of rainfall causing rivers to burst their banks.	Heavy rainfall cannot drain away quickly enough.	High tides and storms.	Broken pipes in buildings.
Flooding can be prevented in some areas by building <b>dams</b> and flood barriers. However, blocking a river at one location can cause flooding further up or downstream.			

**Pollution**

- Chemicals – can poison animals.
- Litter – can be ingested by animals or trap them.
- **Fertilisers** – can cause a lack of oxygen and kill animals.



**Reducing Pollution**

- Be careful what you throw down the sink or toilet.
- Don't throw litter into lakes, rivers or oceans.
- Use environmentally-friendly household cleaning products.
- Have more plants in the garden to stop contaminated water running into the water supply.
- Don't over use **fertilisers** or **pesticides**.

**Marine Protection and Conservation Areas**

- Just under 25% of the UK coastal waters are protected.
- Over 6,500 species of plants and animals are found here.