



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Science Medium Term Planning

Year Group: Year 3 & Year 4	Topic: Electricity	Term: Spring 1 (Cycle B 2020)
National Curriculum Links (Ref: NC 2014) Year 4 Objectives Pupils should be taught to: <ul style="list-style-type: none">- identify common appliances that run on electricity- construct a simple series electrical circuit, identify and name its basic parts, including cells, wires, bulbs, switches and buzzers- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit- recognise some common conductors and insulators, and associate metals with being good conductors.		
Working scientifically (LKS2 objectives) <ul style="list-style-type: none">-ask relevant questions and begin to plan different types of scientific enquiries (Pattern seeking, research, observations over time, identifying & classifying, comparative and fair testing) to answer them.-make systematic and careful observations through use of equipment, with increasing confidence.-use own criteria for grouping, sorting, comparing and classifying using a key.-set up simple practical enquiries, comparative and fair tests, with increasing confidence.-gather, record, classify and present data to answer questions, including diagrams and charts, and oral and written explanations.-report on findings - including results and conclusions.-use results to draw simple conclusions, predictions and suggest improvements; identify new questions that arise from data, making new predictions.		
Knowledge and Skills Objectives	Activity	Differentiation



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<p><u>Week One</u></p> <p>I can identify electrical appliances and the types of electricity they use.</p> <p>-Ask relevant questions and begin to plan different types of scientific enquiries to answer them.</p>	<p>Firstly, Mind map what is already known about electricity. Encourage children to ask any relevant questions about topic.</p> <p>Intro: Ask children how these items work: light bulb, torch, television etc... Feedback. Ask, where does electricity come from? Show children video clip for how and where electricity comes from. https://www.bbc.co.uk/bitesize/clips/z4spyrd</p> <p>Task 1: Ask children to Identify electrical appliances in the classroom. Ask, is the appliance is using a battery or mains electric? (Write down in books)</p> <p>Task 2: Children to group a range of images for appliances / objects: need main electric, battery or neither. Describe how they need / don't need power.</p> <p>Click on image house and walk through interactive house and find the dangers and discuss how we can stay safe around electrical appliances.</p> <p>TASK 3: Draw lines off image to identify the dangers Explain how it is dangerous and how it can be resolved.</p>	<p>LA/SEN - Children sort pictures of appliances into electric, battery or neither</p> <p>MA/HA - Children write down and group appliances of their choice into battery, electric or neither.</p> <p>TASK 2 Chn draw lines off image to identify the dangers and explain how it is dangerous and how it can be resolved.</p> <p>Challenge - Is electricity harmful to the environment? How could we be more eco-friendly. What are alternative sources of power?</p>
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Week Two

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<u>Week Four</u>		<u>SEN -</u> <u>LA -</u> <u>MA -</u> <u>HA -</u>
<u>Week Five</u> Lesson 5		<u>MA -</u> <u>HA -</u>
<u>Applied Write Opportunities:</u>		
<u>Key Vocabulary</u>		



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