

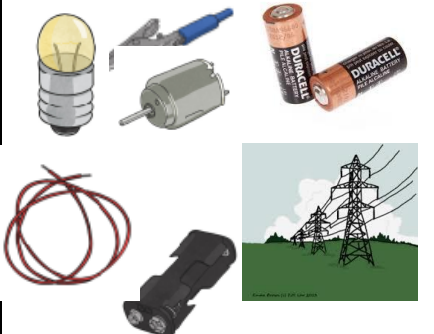


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Science-Electricity

YEAR GROUP: 4

TERM Autumn 2

<p>Vocabulary</p> <p>appliances, electricity, electrical circuits, cell, wire, bulb, buzzer, danger, electrical safety, sign, insulators, wood, rubber, plastic, glass, conductors, metal, water, switch, open, closed</p>	<p>Skills</p> <p><u>Enquiry and working scientifically skills (LKS2)</u></p> <ul style="list-style-type: none"> • Asks relevant questions • Sets up simple enquiries, comparative and fair tests • Makes systematic and careful observations • Gather and record data accurately in a variety of ways. <p>Interpreting data.</p> <ul style="list-style-type: none"> • Makes statements on findings from enquiries using simple scientific vocabulary, drawings, labelled diagrams etc. • Report findings both in written and oral form. • Use results to draw simple conclusions, making new predictions and raising further questions. • Identifies difference, similarities or changes related to simple scientific ideas and processes (Pattern seeking) 	<p>What we already know</p> <p>As part of their general knowledge, some children may know some basic concepts about 'Electricity' including:</p> <ul style="list-style-type: none"> • Electricity powers many objects we use • There is electricity in lightning • Electricity runs through wires • Electricity can charge electrical devices <p><u>KS1 – Knowledge and skills</u></p> <ul style="list-style-type: none"> • Y2/A1 – Investigate different materials for a purpose • Y2/Sp1 – Everyday material, properties and uses • Y2/A1 - Observing first-hand experiences • Y2/Sp2 - Observe and describe <p><u>KS2 –Skills</u></p> <ul style="list-style-type: none"> • Y3/Sp2 – Ask relevant questions • Y3/Su 2 - Gathering and record data, draw simple conclusions
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • Classify electricity as natural and man made • Identify appliances • Research electrical safety <p><u>Construction of a simple circuit</u></p> <ul style="list-style-type: none"> • Identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <p><u>Investigation</u></p> <ul style="list-style-type: none"> • What changes to the components in a circuit affect the brightness of the lamp? E.g. buzzer, cell, double bulbs. <p><u>Plan, Make, evaluate</u></p> <ul style="list-style-type: none"> • Plan a circuit to light a lamp based on understanding of different components. Present circuit in a simple pictorial representation. 	<p>Concepts</p> <ul style="list-style-type: none"> • Appliances and gadgets need electricity to work • Electricity is a source of power (energy) • Electricity can be provided through mains or batteries • Electricity can be generated in different ways • Electricity can cause injury or death • Different materials can conduct or insulate electricity • Switches are used to switch on/off the flow of electricity through a circuit.
<p>Other/Cross Curricular Links</p> <p>DT – design, make, evaluate</p>	<p>Adaptation for SEND</p> <p>Differentiated worksheets, more images and pictures used to decrease need for writing</p> <p>Worksheets produced to decrease page organisation</p>	