

**St Anne's CEVA
Primary School**



**Year Groups 3/4
Terms 5/6
Curriculum B**

Learning Theme Big Question:

Why is science so shocking?

Other questions worth asking:

What will be your real life project?

What matters to children? (Children's questions about the big question)

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

Science

- FM1 compare how things move on different surfaces
- FM2 notice that some forces need contact between two objects, but magnetic forces can act at a distance(Y3)
- FM3 observe how magnets attract or repel each other and attract some materials and not others(Y3)
- FM4 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials(Y3)
- FM5 describe magnets as having two poles(Y3)
- FM6 predict whether two magnets will attract or repel each other, depending on which poles are facing.(Y3)
- S1 identify how sounds are made, associating some of them with something vibrating (Y4)
- S2 recognise that vibrations from sounds travel through a medium to the ear (Y4)
- S3 find patterns between the pitch of a sound and features of the object that produced it (Y4)
- E1 identify common appliances that run on electricity (Y4)
- E2 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Y4)
- E3 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 (Y4)
- E4 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Y4)
- E5 recognise some common conductors and insulators, and associate metals with being good conductors.

RE

Unit 6 – How do we make moral choices?

Design and Technology

- DT1 work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].
- DT2 research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- DT3 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- DT4 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- DT5 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic
- DT6 investigate and analyse a range of existing products
- DT7 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- DT8 understand how key events and individuals in design and technology have helped shape the world
- DT9 apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- DT11 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Art

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Computing - Games & Information

Cultural

British values: the rule of law

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)



Enquiry
Problem solving

What do we want them to be like? (Values, dispositions and attitudes)

Inquisitive
Practical

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

Dramatisation and role play
Documentary

What are the big ideas? (Concepts and values)

Electricity
spund
light
circuuits

Where can we visit? Who can visit us? (Real life experiences)

Power station
@Bristol

What books/films can we use? (High quality literature)

The Lorax by Dr Seuss

What can we make?

alarms
music
lighting

What can we use? (High quality resources)

Posters
Books
DVD's

What big words will we use? (High level vocabulary)

Battery (4.5v, 9v etc.), Normal (brightness), Bright, Plug
Bright/brighter, Power supply, Buzzer, Switch, Cell (1.5v),
Symbol, Circuit, Volts (9v battery, 1.5v cell), Circuit (series)
Wire, Component, Current, Device, Diagram (circuit),
Dim/dimmer, Drawing (circuit), Electrical conductor,
Electrical insulator, Electricity, Energy (more energy, less
energy), Flow, Lamp (rather than bulb), Mains, Metal,
Motor

What can we collect? (Tactile display to aid learning)

Batteries
Torches, buzzer, bells
Electronic toys

What can our role –play area be? (Outdoor imaginative play)

What did the children think? (Review)

What do they need next/more of? (Extend during next learning theme)

What will I do next time to make this learning theme even better? (Develop)