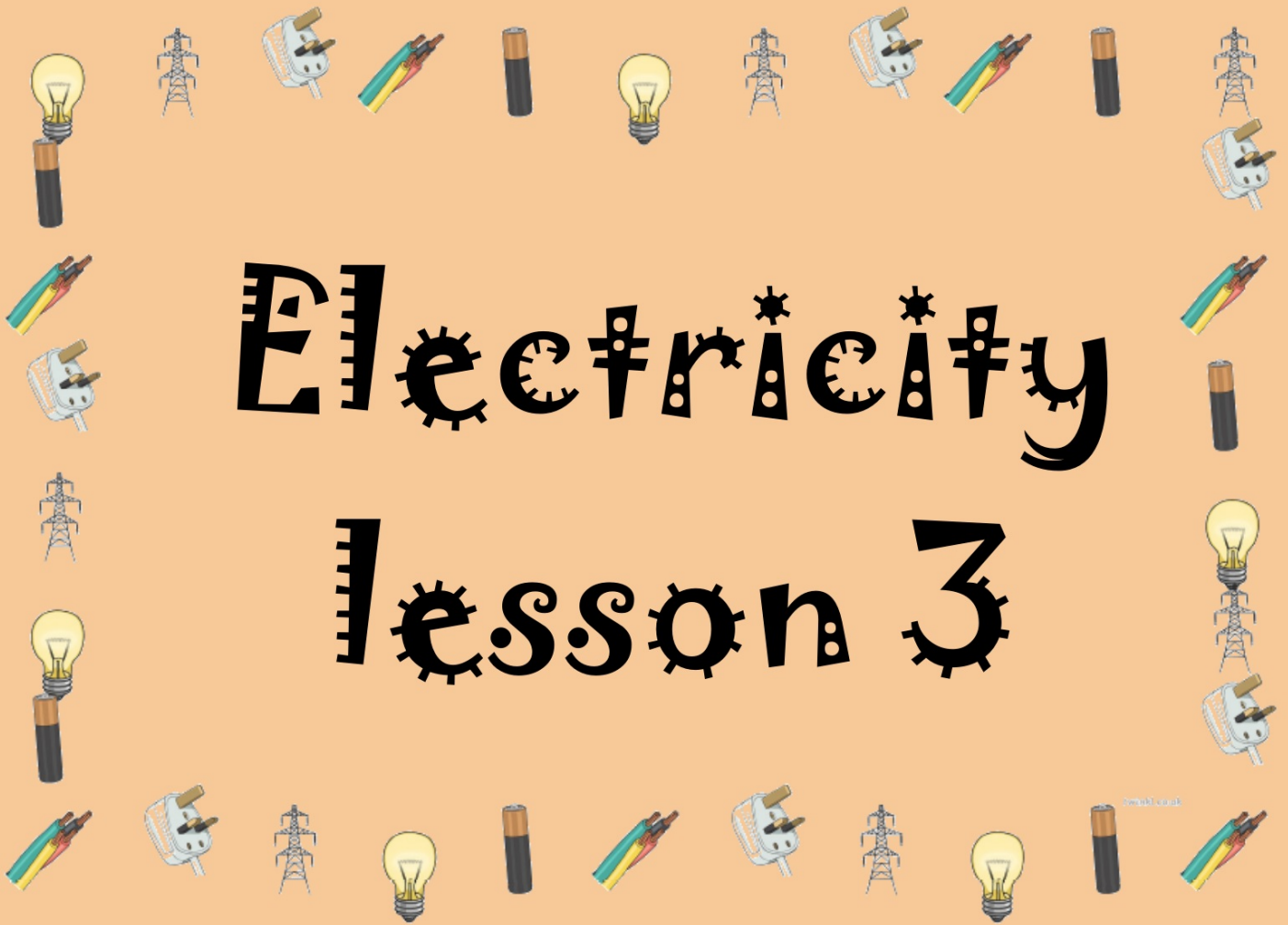


Year 4 Living things and their habitats	child	teacher
recognise that living things can be grouped in a variety of ways		
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		
recognise that environments can change and that this can sometimes pose dangers to living things		
Year 4 Animals, including humans	child	teacher
describe the simple functions of the basic parts of the digestive system in humans		
identify the different types of teeth in humans and their simple functions		
construct and interpret a variety of food chains, identifying producers, predators and prey		
Year 4 States of Matter	child	teacher
compare and group materials together, according to whether they are solids, liquids or gases		
observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)		
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		
Year 4 Sound	child	teacher
identify how sounds are made, associating some of them with something vibrating		
recognise that vibrations from sounds travel through a medium to the ear		
find patterns between the pitch of a sound and features of the object that produced it		
find patterns between the volume of a sound and the strength of the vibrations that produced it		
recognise that sounds get fainter as the distance from the sound source increases		
Year 4 Electricity	child	teacher
identify common appliances that run on electricity		
construct a simple series electrical circuit, identifying and naming 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		

Electricity

Lesson 3



Monday 22nd November

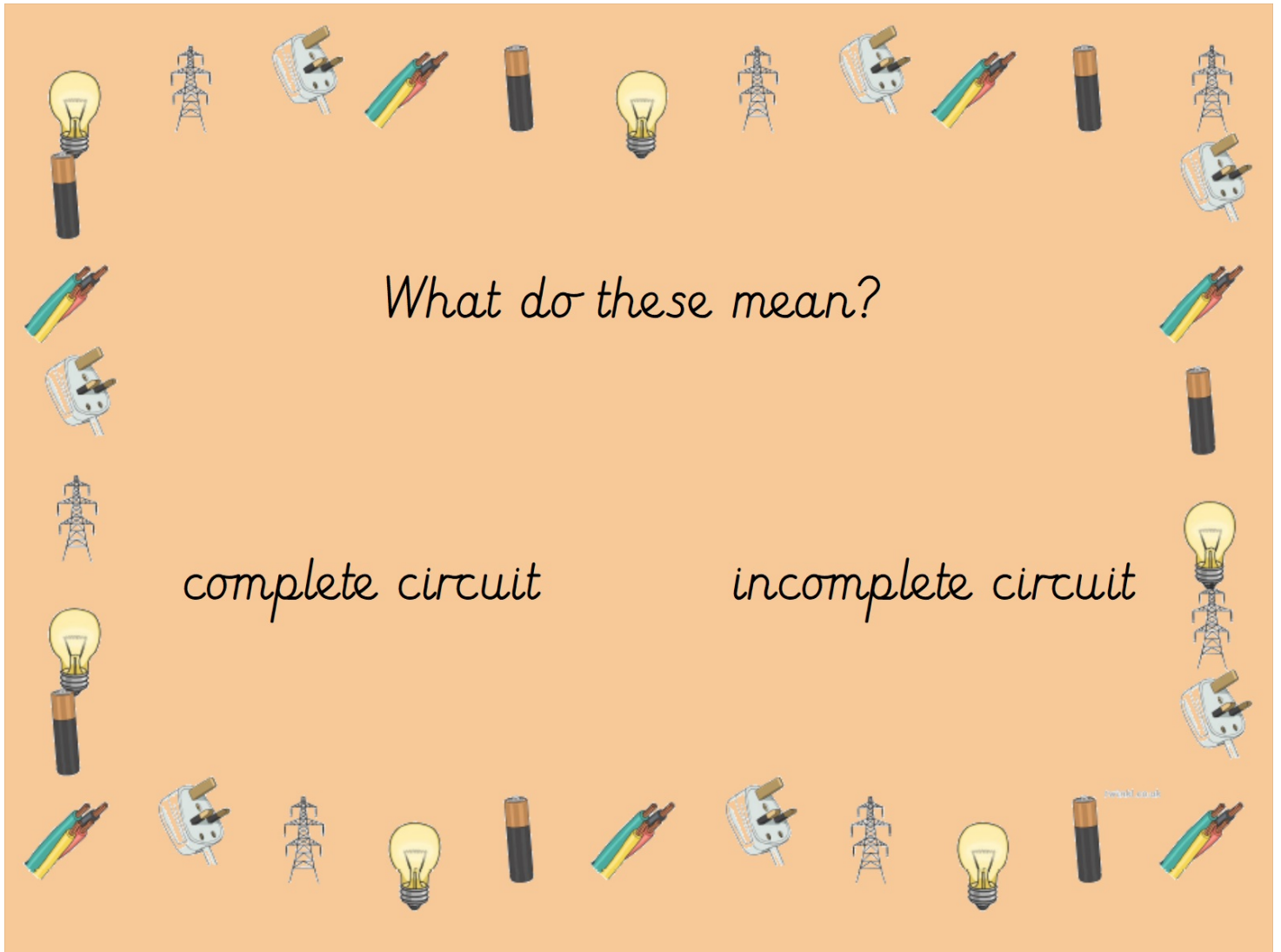
LO: To understand simple circuits.

	Who taught you in this session?	Teacher	TA	1:1	CS
	Independent	Supported			
Child	<u>LO: To understand simple circuits.</u>				Teacher
	WS I can prove whether my prediction is correct				
	K&U I understand that in order to light, a lamp must be part of a complete loop with a battery				

What do these mean?

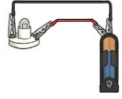


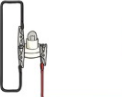
complete circuit

incomplete circuit

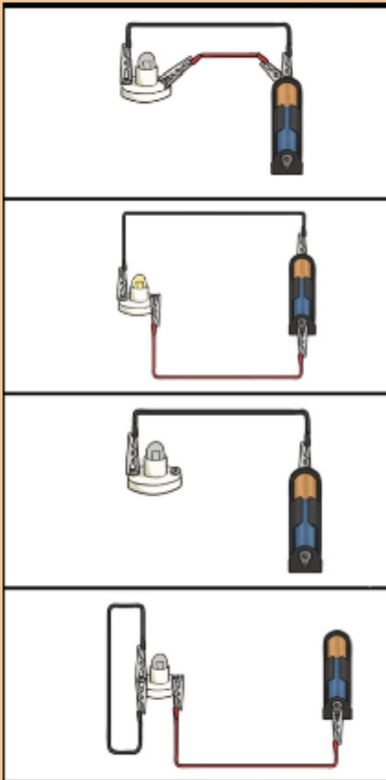


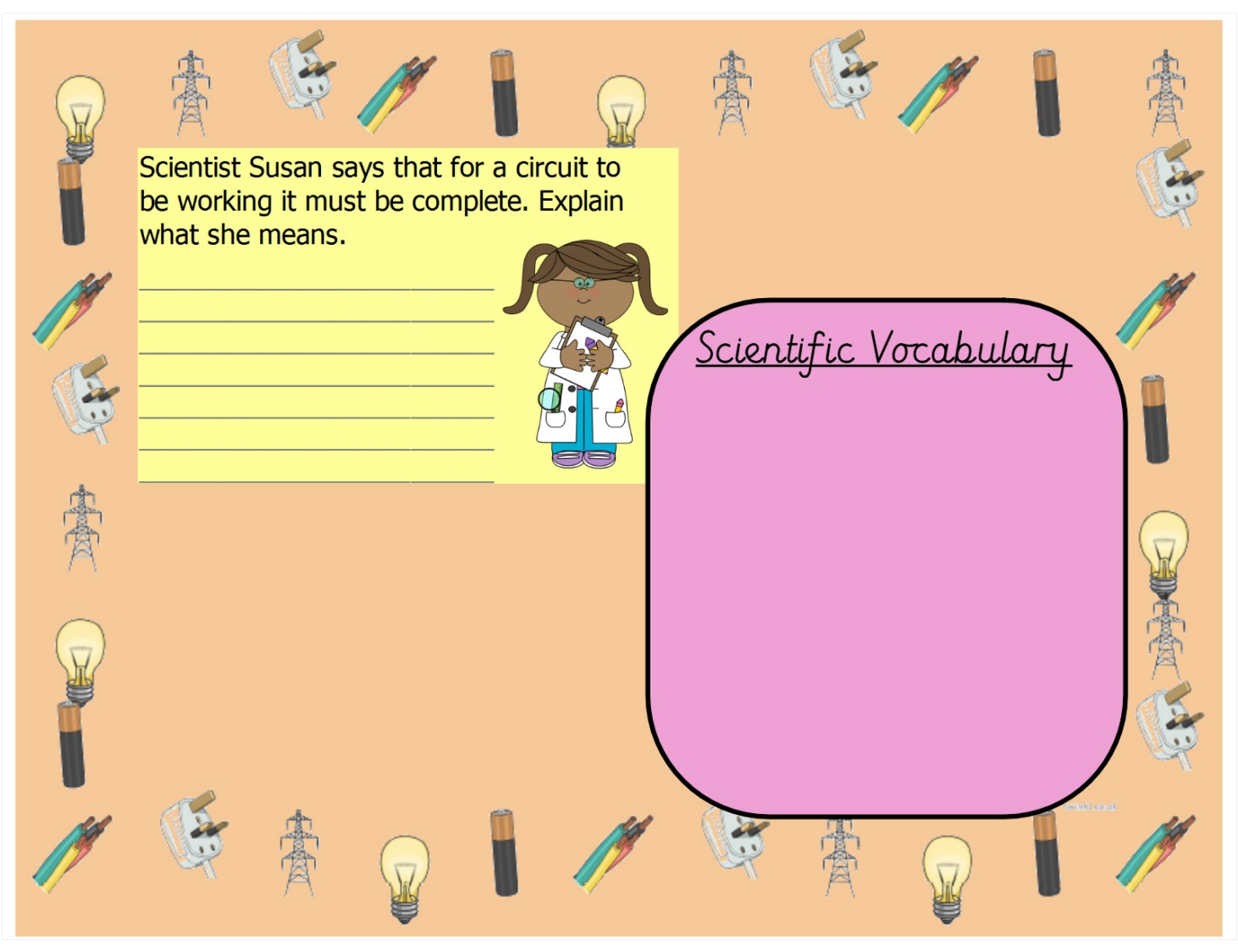
Predict and test these circuits.

Look at the following circuits carefully. Predict if they are complete (bulb will light) or incomplete (bulb will not light). After you have done this, create the circuits to test if your predictions are correct.

Circuit	Prediction (Complete or incomplete?)	Test (Was your prediction correct?)
		
		
		
		

What is the difference between the complete and incomplete circuits?



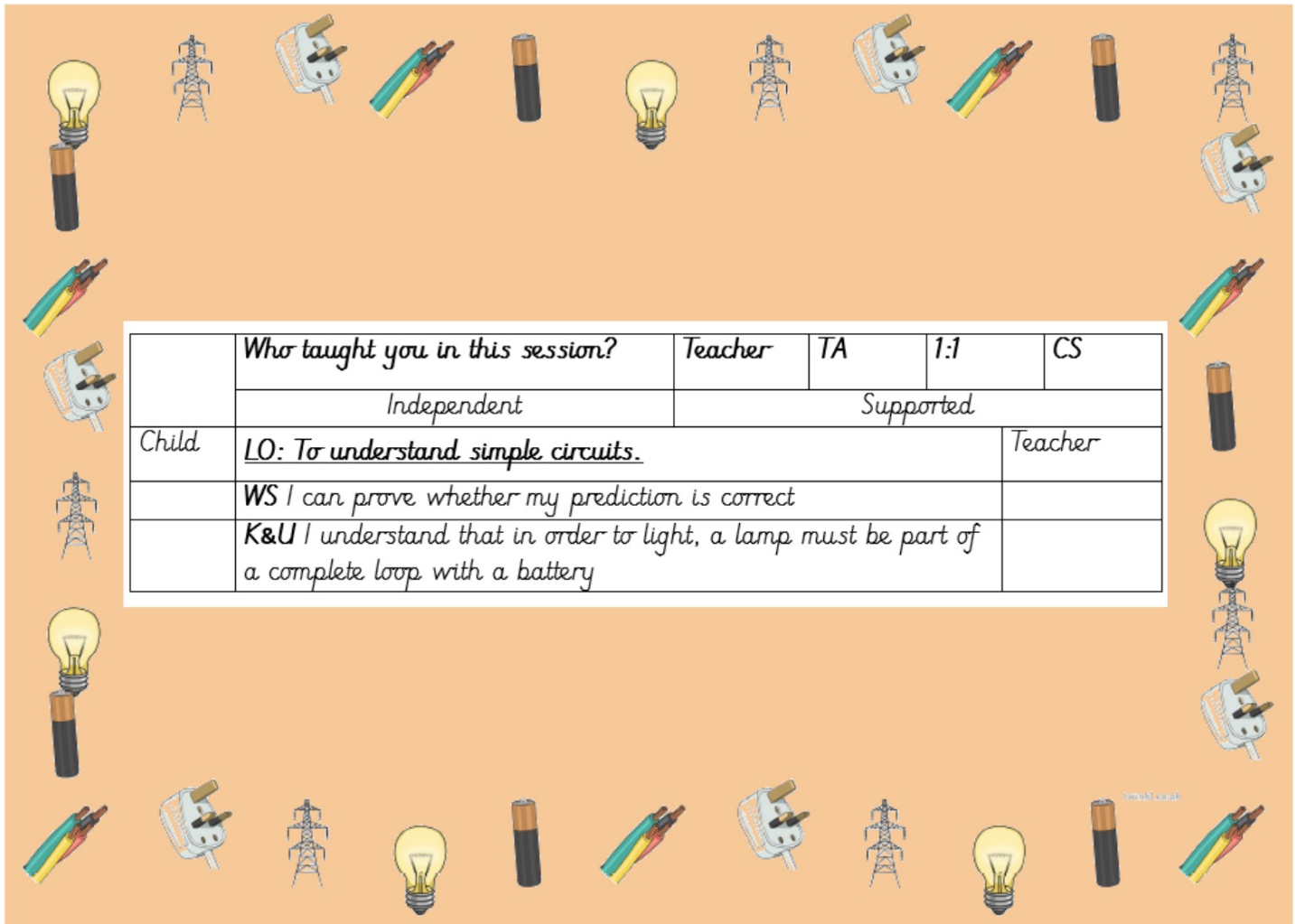


Scientist Susan says that for a circuit to be working it must be complete. Explain what she means.



Scientific Vocabulary

A large, empty, rounded rectangular box with a black border, intended for students to write their scientific vocabulary.



	<i>Who taught you in this session?</i>	<i>Teacher</i>	<i>TA</i>	<i>1:1</i>	<i>CS</i>
	<i>Independent</i>	<i>Supported</i>			
<i>Child</i>	<i>LO: To understand simple circuits.</i>				<i>Teacher</i>
	<i>WS I can prove whether my prediction is correct</i>				
	<i>K&U I understand that in order to light, a lamp must be part of a complete loop with a battery</i>				

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Draw a face to describe how confident you are today