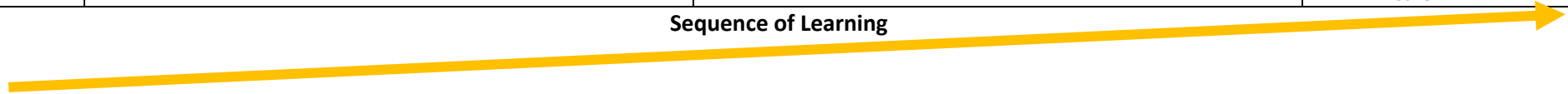




## Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Bur Oaks Year 4	Curriculum Theme: A world of inventions Curriculum Driver- Science Value exploration: Diversity							Term: Spring 2	
<b>Locality:</b> <ul style="list-style-type: none"><li>• Compare school and home use of electricity</li><li>• Listen to local musicians and composers</li></ul>			<b>Engaging:</b> <ul style="list-style-type: none"><li>• Practical investigation to measure sound using data loggers</li><li>• Make a night light</li></ul>			<b>Ambitious and aspirational:</b> <ul style="list-style-type: none"><li>• High quality music from a range of musicians and composers</li><li>• Wimbledon tennis players match videos</li></ul>		<b>Purposeful:</b> <ul style="list-style-type: none"><li>• Understand the impact of electricity on our everyday lives and future careers</li><li>• Use technology to help us collect information and answer questions</li><li>• Learn about the dangers of electricity and how to keep safe</li></ul>	
		<b>Sequence of Learning</b> 							
<b>Subject</b>	<b>Intent and links to previous learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Outcome/Composite</b>	
<b>Science</b>	<b>Electricity</b>  To develop an understanding of electricity and its everyday uses.  Year 2: Uses of Everyday Materials	To identify common appliances that run on electricity  Which room has the most electrical sockets in a house? (to make a prediction)	To construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer	To identify whether or not a lamp will light in a simple series circuit	To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	To recognise some common conductors and insulators  Which material is a conductor of electricity? (plan an enquiry)		To make a circuit. To explain the flow of energy to power a component.	
	<b>Sound</b>  To learn about how sounds are made, how they can change in pitch and volume and how we hear them.  Year 1 - parts of the human body associated with senses (hearing - ears).	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		To explain how sounds are made, how they can change in pitch and volume and how we hear them.	
<b>Computing</b>	<b>Data logging</b> To understand that technology can help us to collect data efficiently to answer questions. Use of ipads for podcasts Autumn term.	To explain that data gathered can be used to answer questions	To use a digital device to collect data	To explain that a data logger collects ‘data points’ from sensors over time	To identify the data needed to answer questions	To use collected data to answer my question		To collect and use data from data loggers to answer a question: What happens to the volume of a sound as the distance from the sound source increases?	
<b>DT</b>	Designing, making and evaluating a night light for a brother, sister or friend Link to Science: Electricity	To record ideas using annotated sketches, cross sectional and exploded diagrams	To explore and trial circuits	To explore and trial materials	To assemble, test and modify ideas	Evaluate the product with the intended user and against design criteria		To have made a night light	



