

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
<p>Session 1</p> <p>To explore electrical games and resources, identifying what they know and what they need to know about electricity.</p>	<p>To identify common appliances that run on electricity.</p>	<p>To complete each of the four questions during the round robin of activities.</p>	<p>To identify a list of things at home that use batteries and a main electrical supply in the form of a cover page.</p>	<p>To determine which items from both lists consume more or less electricity and prioritise them accordingly.</p>	<p>Operation game Buzz wire game Plugs and screwdrivers Croc clips, circuit stuff Post it notes Questions for each table</p>
<p>Session 2</p> <p>To design and make an electrical safety poster thinking carefully about the language used.</p>	<p>To identify common appliances that run on electricity.</p>	<p>To describe potential electrical dangers around the house.</p>	<p>To apply this knowledge in the form of an "electrical safety" poster warning us of dangers.</p>	<p>To make recommendations on how we can decrease the dangers that electricity presents in all its guises.</p>	<p>ICT room Poster paper, A3 trimmed</p>
<p>Session 3</p> <p>To construct a simple circuit, identifying the basic parts and to label a diagram of the circuit. To make and test circuit predictions.</p>	<p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To identify whether or not a lamp will light in a simple series circuit, based</p>	<p>To complete a simple drawing of a circuit with the correct labellings.</p>	<p>To predict whether an activity card is a complete circuit and note down results.</p>	<p>To create own circuit combinations using a variety of the resources and planning these circuits in books.</p>	<p>Equipment Prediction sheets Activity cards</p>

	on whether or not the lamp is part of a complete loop with a battery.				
Session 4 To open and close a circuit with a switch and to predict and test which other materials could be used to conduct electricity.	To recognise that a switch opens and closes a circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.	To use a switch as part of a circuit.	To predict what objects are conductors and which objects are insulators and then test.	To design a poster showing conductors and insulators and within that poster assessing the strength of the conductors found.	Circuit equipment Switches Conductors Insulators Worksheet
Session 5 To apply knowledge of our science learning into a choice of activities for the last session.	To include all milestone indicators used so far.	To complete ICT problem solving games in relation to circuits.	To identify their learning in the form of a poster.	To create complex circuits with corresponding diagrams.	ICT room Poster paper Circuit equipment

Prompts for when planning activities

**Basic-** Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

**Advanced-** Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

**Deep-** Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.