

Theme: Heroes and Villains

Subjects: Science, D&T, Geography and History

Year 3 & Year 4 Science						
NC Objective	<ul style="list-style-type: none"> identify common appliances that run on electricity 	<ul style="list-style-type: none"> identify common appliances that run on electricity 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise some common conductors and insulators, and associate metals with being good conductors 	<ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 	<ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers] recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Question	What is electricity?	How does your TV work?	What is a circuit?	How does electricity travel?	How does a switch work?	Can I make a bulb brighter?

Year 3 & 4 D&T						
NC Objective	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Question	What do you need to create a buzz wire game?	What conducting material is best for moulding?	How will my buzz wire game create sound?	What is a prototype?	Can I create a functional buzz wire game?	How successful was my buzz wire game?

Year 3 and 4 History / Geography						
NC Objective	N.C. Understand how changes in historical periods have contributed to the modern world.	N.C. Develop knowledge of the chronology of significant time periods in British History; Develop clear narratives	N.C. Know key physical and human characteristics of countries within Europe including major cities; know	N.C. Know key physical and human characteristics of countries within Europe including	N.C. Know key physical and human characteristics of countries within Europe including	N.C. Use the eight points of a compass, four and six-figure grid references, symbols and

		<p>about time periods studied; Select and organise relevant historical information; Select appropriate information from a range of sources to support historical enquiry; Understand how changes in historical periods have contributed to the modern world.</p>	<p>geographical regions and their identifying characteristics.</p>	<p>major cities; know geographical regions and their identifying characteristics.</p>	<p>major cities; know geographical regions and their identifying characteristics.</p>	<p>key (including the use of OS maps) to build their knowledge of the UK.</p>
Question	<p>Why were women's roles during WW2 so significant?</p>	<p>What were the key events that led to the end of WW2?</p>	<p>What made certain cities targets for German bombers?</p>	<p>Why do you think Paris was a city the Germans wanted to occupy?</p>	<p>What happened to major European cities after WW2?</p>	<p>Before technology how would soldiers navigate in different places?</p>