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| **Year Group - 3 & 4** | | **Date – Term Two** | |
| **Curriculum Links** | Sc4/1.2    setting up simple practical enquiries, comparative and fair tests  Sc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Sc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  Sc4/4.2a    identify common appliances that run on electricity  Sc4/4.2b    construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Sc4/4.2c    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  Sc4/4.2d    recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  Sc4/4.2e    recognise some common conductors and insulators, and associate metals with being good conductors. | | |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast  **During –** Keep vigilant regarding broken branches, slippery ground  Wear Hi-Viz jacket. Road safety to get to the park  **After** – clear everything away and return any natural objects to their original place  **Wash hands** | * Wash hands after touching outside objects * Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles. * Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye. * Gloves must be worn for both litter picking and gardening * The school grounds are our classroom and must be treated with respect. | **Equipment**  Electricity worksheet  Wind turbine sheet  Pin wheel template  Drawing pins  Sticks  Stop watch |
| **Introduction and Activity Opportunities** | **Indoors –** Watch the <https://jointhepod.org/teachers/films/busta-investigates-wind-power-film>  **Starter activity – Electricity Use in the school grounds.**  Children research how much electricity is being used in the school by carrying out a survey using the sheet from ‘The Pod’ lesson plan (keep this to the classroom and average this over the school if there is not enough time).  **Main activity – Where would the best place be to build a Wind Turbine to power the school?**   * First make the windmill (the instructions and template are on the back of the plan. * Where do you think the wind will be strongest? * Discuss where they will measure; how long they will measure for; and where they will record their findings. <http://bpes.bp.com/media/3045/Wind%20Watch%20worksheet%20PDF.pdf> * Use the BP Wind Watch worksheet 2 | **Vocabulary**  Electricity  Turbine  Energy  Renewable energy  Fossil fuels  Wind |
| **Plenary** | * Where will the best place be for the windmill? |



