

What lights up the big top?



Derry Hill C of E Primary School

Year: 4
Autumn Term 1
2025

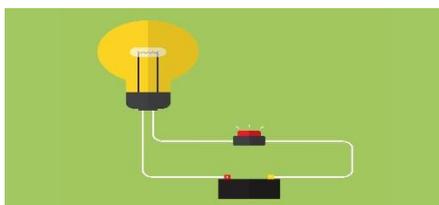
National Curriculum Subject

Vocabulary

Knowledge and skills

Learning

Science Electricity



Component
Positive
Negative
Buzzer
Motor
Conductor insulator

Knowledge

Identify common appliances that run on electricity

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.

understand how key events and individuals in design and technology have helped shape the world (Thomas Edison)

Skills

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Lesson 1

L.I: explore electricity – mains or battery
In this lesson the children will identify common appliances that run on electricity. We will gather, record, classify and present data in a variety of ways to help in answering questions.

Lesson 2

L.I: what makes a complete circuit?
We will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires and bulbs. We will be able to say whether or not a lamp will light in a simple series circuit.

Lesson 3

L.I: test for insulators and conductors
In this lesson we will set up a practical enquiry to investigate which materials are electrical conductors or insulators. We will draw conclusions from our findings and associate metals with being good conductors.

			<p>Lesson 4 L.I: create a circuit with a switch We will learn that a switch opens and closes a circuit and be able to explain how a switch works. They will build their own switches based on their knowledge of circuits, conductors and insulators.</p> <p>Lesson 5 L.I who was Thomas Edison? We will find out about the famous inventor and his impact on our world today.</p> <p>Lesson 6 L.I: discuss safety around electricity We will understand the dangers of electricity and how to stay safe when using it. We will create posters to remind us of the basic dangers and the rules we need to follow.</p>
<p>Design Technology</p> 	<p>Evaluating design brief design criteria, innovative, prototype, purpose, function, innovative, planning, annotated sketch,</p>	<p>Knowledge</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] understand how key events and individuals in design and technology have helped shape the world (See Thomas Edison, science lesson)</p> <p>Skills</p> <p>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</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>L.I: explore the designs of Big Tops</p> <p>Lesson 1: In this lesson, the children will look at a range of existing Big Tops and use this to inform their own designs</p> <p>L.I: use a range of materials to build a frame Lesson 2: In this lesson, the children will use a range of materials to construct their frame, testing out, which is the most sturdy and which one they will use for their final product.</p> <p>L.I: design my big top using an electric circuit</p> <p>Lesson 3: The children will use their skills learnt in Science to design their big top, introducing an electrical circuit that will allow the Big Top to light up</p> <p>L.I: create my Big Top</p>

			<p>Lesson 4: The children build their Big Top using their plans</p> <p>L.I: evaluate my Big top</p> <p>Lesson 5: the children will build their evaluation skills by assessing their work and planning improvements.</p>
<p style="text-align: center;">Geography</p> 	<p>Key Map Scale Symbols Label Human feature Physical feature</p>	<p>Skills</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>L.I: To understand sketch maps Lesson 1: – In this lesson we will look at a variety of sketch maps and learn about a key. We will draw a sketch map from a photograph.</p> <p>L.I: draw a map to show my escape to the circus from the school grounds Lesson 2: We will use our knowledge of sketch maps to show our escape to the circus.</p> <p>L.I: Explore and locate circuses from around the world Lesson 3: We will research some famous circuses from around the world. We will use an atlas and Google maps to locate where they were founded and put them on a map.</p>
<p style="text-align: center;">R.E</p>	<p>Torah Synagogue Shema Abraham Descendants Mezuzah Commandments Shawl</p>	<p>Knowledge</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	<p>L.I: Understand special relationships Lesson 1 : In this lesson we will discuss contracts and agreements and how we may feel if they are broken. We will consider trusting relationships that don't need formal agreements.</p> <p>L.I: Understand the special relationship between Jews and God Lesson 2: In this lesson we will find out more about the relationship of Jews with God by</p>

**Skills**

I can infer and understand the beliefs and behaviours of people from a different culture to mine

I can express my own opinions and start to support them with rationale.

listening to the story of Abraham and the birth of Isaac.

L.I: To understand the promise Jewish people make to God.

Lesson 3: We will learn about the ten commandments and what they mean.

L.I: How do we know that Jewish people still have a special relationship with God?

Lesson 4: We will find out about the Torah scroll and other items in the synagogue that remind Jewish people about their promises to God.

L.I: How do we know that Jewish people still have a special relationship with God?

Lesson 5: We will learn about the Mezuzah that Jews have on their doorframes. We will understand about the affirmation that goes inside and how it is a daily reminder of the covenant between Jews and God.

L.I: How do we know that Jewish people still have a special relationship with God?

Lesson 6: We will have a chance to make our own Mezuzah and write our own promise.

Music**Join the Circus**

beat
lyrics
in unison
solo
chorus
verse
musical / musical theatre
dynamics
rhythmic pattern
melody
instrumentation
accompaniment
musical motif

Knowledge

I can recognise similar characteristics of music associated with the circus and describe this using musical vocabulary.

I can compare two musical theatre songs about the circus from different times and identify similarities and differences.

I can record these using letter notation and start to experiment with rhythmic notation.

Skills

I can learn to sing the songs 'Join the Circus' and 'Come Follow the Band' from Barnum and be able to sing it with an instrumental accompaniment.

L.I: I can learn to sing a Musical theatre song.
Lesson 1: Children learn the lyrics and melody of the song 'Join the Circus' from the musical 'Barnum'.

L.I: I can explain the meaning of 4 key musical terms: melody, beat, tempo, rhythm and use these to describe circus music.

Lesson 2: Children listen to excerpts from famous pieces of 'Circus Music' and compare them, finding similarities and differences.

L.I: I can compare musical theatre songs and recognise characteristics of the genre.

		<p>I can compose motifs to represent different circus acts, using pitch, tempo and rhythm to show movement and describe the choices I have made.</p> <p>I can work as a class to create a circus performance piece, combining our musical motifs with the song 'Come Follow the Band'.</p>	<p>Lesson 3: Children compare 'Follow the Band' from 'Barnum' and 'The Greatest Show' from 'The Greatest Showman'.</p> <p>Ll: I can create an accompaniment to a musical theatre song and perform this.</p> <p>Lesson 4: Children learn to sing 'Come Follow the Band' then play the base line on glockenspiels. They work in groups to add percussion parts.</p> <p>Ll: I can work with peers to compose short musical motifs to represent movement and start to learn musical notation.</p> <p>Lesson 5: Children write short musical ideas to represent different acts in the circus.</p> <p>Ll: I can take part in a class performance of 'Come to the Circus' by singing and playing in a group.</p> <p>Children combine the song 'Come Follow the Band' with their musical motifs to create a class circus piece.</p>
<p>Computing</p> <p>Animation</p> 	<p>animation</p> <p>stop motion</p> <p>frames</p> <p>background</p> <p>text</p> <p>objects / stickers</p> <p>copy / clone</p> <p>flip</p> <p>onion skin</p> <p>frame rate</p> <p>timeline</p> <p>morph</p> <p>motion path</p> <p>pulse</p> <p>transition</p>	<p>Knowledge:</p> <p>Understand that stop-motion is a series of pictures that are slightly different and they appear to move when played one after other.</p> <p>Explain the advantages and disadvantages of stop-motion animation.</p> <p>Skills:</p> <p>Create a stop-motion video by duplicating slides that include backgrounds and shapes.</p> <p>Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot.</p> <p>Animate individual elements of objects.</p> <p>Create animated GIF files by animating pixels.</p>	<p>Ll: I can create stop-motion animation in Power Point by duplicating slides with background colour and shapes.</p> <p>Lesson 1: Follow instructions to make an animation of a plane flying through the sky.</p> <p>Ll: I can create stop-motion animation in Keynote on the iPad by duplicating slides.</p> <p>Lesson 2: Create a simple stop-motion animation in Key Note, recapping</p> <p>Ll: I can learn to use 'Magic Morph' tools in Keynote on the iPad to create animation.</p> <p>Lesson 3: Add objects to a background in Keynote and use Magic Morph tools to animate between slides.</p> <p>Ll: I can use motion paths in Power Point o create a navigation animation.</p>

			<p>Lesson 4: Animate maps to show how to get between two places.</p> <p>LI: I can use animation software to animate individual elements of objects and clone.</p> <p>Lesson 5: Children use Wick Editor website to animate stick figures,</p> <p>LI: I can create an animated GIF by moving pixels.</p> <p>Lesson 6: Children use Piskel App website to make a simple picture and animate it.</p>
--	--	--	---