**Year 4 (Phase 2/ Lower Key Stage 2)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | | | **Cross curricular links** | **Resources** | | **Home learning/ Homework** | | **Assessment Platform/ Apps for**  **AFL** | | **Key vocabulary** | | **Ongoing reflection/**  **Modification** |
| **JANUARY** | | | | | | | | | | | | | | | | | | |
| **Week 16**  **(03/01/2021-07/01/2021)** | Blended | **Follow up of all winter break homework. Submission of work and discussion of common mistakes. Follow up of Century tech assignments.**  **Introduction to GL PTS syllabus (all specification points review).**  [**https://elspvtdubai-my.sharepoint.com/:b:/p/sausan/EVKzGkXFSw1GpM8jwWfmSGkB6o5BPSRd323dVqldRODe2Q?e=sAaD8z**](https://elspvtdubai-my.sharepoint.com/:b:/p/sausan/EVKzGkXFSw1GpM8jwWfmSGkB6o5BPSRd323dVqldRODe2Q?e=sAaD8z)  **(The link provides access to the PTS digital administration document. Discuss page 2 with the students)** | | | | | | | | | | | | | | | | |
| Blended | **All revision for MYA to be completed in this week** | | | | | | | | | | | | | | | | |
| **Week 17**  **(10/01/2021-14/01/2021)** | Blended | **Solids, liquids and gases**  **3.1. Matter**  (Number of lessons required approx. 1) | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Know that matter can be solid, liquid  or gas.  Make relevant observations and comparisons. | The material about gases in the air links with Unit 1, when you talk about animals and humans needing oxygen and plants needing carbon dioxide. | | | ICT, Literacy | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 3.1 Question 1, 2.  **Resources in Activity Book:** Exercise 3.1  **Practical Activities:** Activity 3.1 from Teaching ideas 3.1 | | Exercise 3.1 in the Activity Book.  You could give learners a writing task. This could be a paragraph in which they describe everything in a room of their home and classify each thing as a solid, a liquid or  a gas. | | **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Gas  Liquid  Matter  Phase | |  |
| Blended | **Solids, liquids and gases**  **3.2. Matter is made up of particles**  (Number of lessons required approx. 2) | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Know that matter can be solid, liquid  or gas.  Make relevant observations and comparisons.  Collect evidence.  Present results in drawings.  Identify simple trends and patterns and suggest explanations for some of these. | Unit 3.1. | | | Art, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 3.2 Question 1, 2, 3.  **Resources in Activity Book:** Exercise 3.2  **Resources in** **Teacher’s resource:** Worksheet 3.2.  **Practical Activities:** Activity 3.2 from Teaching ideas 3.2 | | Exercise 3.2 in the Activity Book. | | Activity 3.2 is a good example for getting learners to follow instructions. Keep a look out for learners that can do this well and others who need to be more focused.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Particle  Scientific model | |  |
| **Week 18**  **(17/01/2021-21/01/2021)** | **Mid Year Assessment** | | | | | | | | | | | | | | | | | |
| **Week 19**  **(24/01/2021-28/01/2021)** | **Mid Year Assessment** | | | | | | | | | | | | | | | | | |
| **JANUARY/ FEBRUARY** | | | | | | | | | | | | | | | | | | |
| **Week 20**  **(31/01/2021-04/02/2021)** | Blended | **Solids, liquids and gases**  **3.3. How do solids, liquids and gases behave?**  (Number of lessons required approx. 2) | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Know that matter can be solid, liquid  or gas.  Make relevant observations and comparisons.  Choose apparatus and decide what to measure.  Collect evidence.  Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others.  Present results in drawings and tables.  Identify simple trends and patterns and suggest explanations.  Link evidence to scientific knowledge and understanding. | Weather from Year 1 | | | Social studies (weather), ICT, Literacy | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 3.3a, 3.3b Question 1, 2, 3.  **Resources in Activity Book:** Exercise 3.3  **Resources in** **Teacher’s resource:** Worksheet 3.3a, 3.3b.  **Practical Activities:** Activity 3.3a, 3.3b from Teaching ideas 3.3 | | Exercise 3.3 in the Activity Book. | | **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Bubble  Pour | |  |
| Blended | **Solids, liquids and gases**  **3.4. Melting, freezing and boiling.**  (Number of lessons required approx. 2) | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Know that matter can be solid, liquid or gas.  Investigate how materials change when they are heated and cooled.  Know that melting is when a solid changes into a liquid and is the reverse of freezing.  Observe how water changes into steam when it is heated but on cooling, the steam turns back into water.  Collect evidence.  Make relevant observations and comparisons.  Present results in drawings.  Identify simple trends and patterns and suggest explanations.  Link evidence to scientific knowledge and understanding. | Unit 3.3. | | | Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 3.4a, 3.4b Question 1, 2, 3.  **Resources in Activity Book:** Exercise 3.4  **Resources in** **Teacher’s resource:** Worksheet 3.4  **Practical Activities:** Activity 3.4a, 3.4b from Teaching ideas 3.4 | | Exercise 3.4 in the Activity Book. | | **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Boil  Freezing  Melting  Steam | |  |
| **Week 21**  **(07/02/2021-11/02/2021)** | Blended | **Solids, liquids and gases**  **3.5. Melting in different solids**  (Number of lessons required approx. 1)  **Note:** Some preparation time is needed for Activity 3.5 | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Know that matter can be solid, liquid  or gas.  Investigate how materials change when they are heated and cooled.  Know that melting is when a solid changes into a liquid and is the reverse of freezing.  Collect evidence.  Make relevant observations and comparisons.  Measure time.  Begin to think about the need for repeated measurements.  Present results in bar charts.  Identify simple trends and patterns and suggest explanations.  Link evidence to scientific knowledge and understanding. | Unit 3.4.  Social studies (Lava from volcanoes) | | | Social studies, ICT, Literacy | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 3.5 Question 1, 2, 3, 4.  **Resources in Activity Book:** Exercise 3.5  **Resources in** **Teacher’s resource:** Worksheet 3.5  **Practical Activities:** Activity 3.5 from Teaching ideas 3.5 | | Exercise 3.5 in the Activity Book | | |  |  | | --- | --- | |  | **Mark** | | Is the length of each bar accurately drawn? | 3 (1 mark per bar) | | Is each bar labelled neatly? | 3 (1 mark per bar) | | Is each bar the same width? | 1 | | Has the bar chart got a suitable heading? | 2 | |  | Total: 9 marks |   You could assess learners’ bar charts using peer assessment. Learners can swap books with a partner and mark each other’s charts as follows: | | | | | |
| Blended | **Solids, liquids and gases**  **3.6. Melting and boiling points**  (Number of lessons required approx. 1) | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Know that matter can be solid, liquid  or gas.  Investigate how materials change when they are heated and cooled.  Know that melting is when a solid changes into a liquid and is the reverse of freezing.  Observe how water changes into steam when it is heated but on cooling, the steam turns back into water.  Collect evidence.  Make relevant observations and comparisons.  Measure temperature.  Begin to think about the need for repeated measurements.  Present results in drawings, bar charts and tables.  Identify simple trends and patterns and suggests explanations.  Link evidence to scientific knowledge and understanding. | Unit 3.5. | | | Geography (Mining) | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 3.6 Question 1, 2, 3, 4.  **Resources in Activity Book:** Exercise 3.6  **Resources in** **Teacher’s resource:** Worksheet 3.6  **Practical Activities:** Activity 3.6 from Teaching ideas 3.6 | | Exercise 3.6 in the Activity Book. | | **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Boiling point  Melting point | |  |
| **Week 22**  **(14/02/2021-18/02/2021)** | Blended | **Solids, liquids and gases** | Compare and group materials together, according to whether they are solids, liquids or gases.    Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Unit Test 3+Research activity from Wonderopolis**  <https://wonderopolis.org/wonder/does-matter-really-matter>  **Provide practice questions from GL PTS reports**  [Year 5](onenote:https://elspvtdubai.sharepoint.com/sites/ELSScience/SiteAssets/ELS%20Science%20Notebook/GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one#Year%205&section-id={57CF1F95-3A76-45BD-97AC-E5B990181957}&page-id={ADA74A4F-A769-412C-BDE6-F072D41D593F}&end)  ([Web view](https://elspvtdubai.sharepoint.com/sites/ELSScience/_layouts/OneNote.aspx?id=%2Fsites%2FELSScience%2FSiteAssets%2FELS%20Science%20Notebook&wd=target%28GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one%7C57CF1F95-3A76-45BD-97AC-E5B990181957%2FYear%205%7CADA74A4F-A769-412C-BDE6-F072D41D593F%2F%29)) | | | | | | | | | | | | | | |
| Blended | **Electricity and magnetism**  **5.1. Electricity flows in circuits**  (Number of lessons required approx. 1) | Identify common appliances that run on electricity.  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.    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. | Know that electrical current flows and that models can describe this flow, for example, particles travelling around a circuit.  Collect evidence.  Test an idea or prediction based on scientific knowledge and understanding.  Present results in drawings.  Link evidence to scientific knowledge and understanding. | | Unit 3 | Literacy, ICT | | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 5.1.  Question 1, 2.  **Resources in Activity Book:** Exercise 5.1.  **Resources in** **Teacher’s resource:** Worksheet 5.1.  **Practical Activities:** Activity 5.1. from Teaching ideas 5.1. | Exercise 5.1 in the Activity Book. | | **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Cell  Complete circuit  Current  Electricity | |  | | |
| **Half Term Break for Students (21/02/2021-23/02/2021)** | | | | | | | | | | | | | | | | | | |
| **Week 23**  **(24/02/2021-25/02/2021)** | Blended | **Electricity and magnetism**  **5.2. Components in a simple circuit**  (Number of lessons required approx. 1) | Identify common appliances that run on electricity.  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.    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. | Construct complete circuits using a cell, wire and lamps.  Explore how an electrical device will not work if there is a break in the circuit.  Collect evidence.  Test an idea or prediction based on scientific knowledge and understanding.  Make relevant observations and comparisons.  Explain what the evidence shows and whether it supports predictions, communicating this. | Unit 5.1. | | | Design and technology, Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 5.2.  Question 1, 2.  **Resources in Activity Book:** Exercise 5.2.  **Practical Activities:**  Activity 5.2. from Teaching ideas 5.2. | | Exercise 5.2 in the Activity Book. | | Activity 5.2 is a very good one for seeing how well learners can follow instructions. Keep a look out for learners that can do this well and others who need to be more focused.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Break  Component | |  |
| Blended | **Electricity and magnetism**  **5.3. Switches**  (Number of lessons required approx. 2) | Identify common appliances that run on electricity.  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.    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. | Construct complete circuits using switch, cell, wire and lamps.  Explore how an electrical device will not work if there is a break in the circuit.  Collect evidence.  Test an idea or prediction based on scientific knowledge and understanding.  Present results in drawings.  Explain what the evidence shows and whether it supports predictions, communicating this. | Unit 5.2 | | | Design and technology, Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 5.3a, 5.3b.  Question 1, 2, 3.  **Resources in Activity Book:** Exercise 5.3.  **Resources in** **Teacher’s resource:** Worksheet 5.3.  **Practical Activities:**  Activity 5.3a, 5.3b from Teaching ideas 5.3. | | Exercise 5.3 in the Activity Book. | | Learners can peer assess each other’s work when they have completed Exercise 5.3. Go through the answers in class and learners can mark their partner’s work.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Switch | |  |
| **FEBRUARY/ MARCH** | | | | | | | | | | | | | | | | | | |
| **Week 24**  **(28/02/2021-04/03/2021)** | Blended | **Electricity and magnetism**  **5.4. Circuits with more components**  (Number of lessons required approx. 2) | Identify common appliances that run on electricity.  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.    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. | Collect evidence.  Test an idea or prediction based on scientific knowledge and understanding.  Suggest questions that can be tested and make predictions, communicating these.  Make relevant observations and comparisons.  Explain what the evidence shows and whether it supports predictions.  Link evidence to scientific knowledge and understanding. | Unit 5.3 | | | Design and technology, Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 5.4.  Question 1, 2, 3.  **Resources in Activity Book:** Exercise 5.4.  **Practical Activities:**  Activity 5.4 from Teaching ideas 5.4. | | Exercise 5.4 in the Activity Book. | | There is a lot of practical work in this topic and learners need to follow instructions and work carefully and co-operate in a group situation. Assess learners as you walk around the class checking on how they are getting along with their circuits. You could use this checklist:  *Is the learner contributing to the group work?*  *Is the learner listening to others?*  *Is the learner taking the lead or happy to watch others?*  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | |  | |  |
| Blended | **Electricity and magnetism**  **5.5. Circuits with buzzers**  (Number of lessons required approx. 2) | Identify common appliances that run on electricity.  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.    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. | Collect evidence.  Test an idea or prediction based on scientific knowledge and understanding.  Suggest questions that can be tested and make predictions.  Choose apparatus and decide what to measure.  Make relevant observations and comparisons.  Present results in drawings.  Explain what the evidence shows and whether it supports predictions.  Link evidence to scientific knowledge and understanding. | Unit 5.4 | | | Design and technology, Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 5.5.  Question 1, 2, 3, 4.  **Resources in Activity Book:** Exercise 5.5.  **Resources in** **Teacher’s resource:** Worksheet 5.5.  **Practical Activities:** Activity 5.5. from Teaching ideas 5.5. | | Exercise 5.5 in the Activity Book. | | You could assess learners’ scientific enquiry skills development in Worksheet 5.5.  You should observe pairs at work and assess using these questions. Learners could also use the same questions for self- or peer-assessment.   |  |  |  |  | | --- | --- | --- | --- | |  | **Very well** | **Adequately** | **Could have been better** | | Have they suggested a relevant question to test? | 3 | 2 | 1 | | Did they plan a fair test? | 3 | 2 | 1 | | Did they collect and use suitable apparatus? | 3 | 2 | 1 | | How well did they draw and label the circuits? | 3 | 2 | 1 | | How well did they explain the results of their test in response to their question to test? | 3 | 2 | 1 | | How well did they link their evidence to voltage? | 3 | 2 | 1 |   **Keywords:**  Buzzer  Volt (V)  Voltage | | | | |
| **Week 25**  **(07/03/2021-11/03/2021)** | Blended | **Electricity and magnetism**  **5.6. Mains electricity**  (Number of lessons required approx. 2) | Identify common appliances that run on electricity.  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.    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. | Collect evidence.  Make relevant observations and comparisons.  Explain what the evidence shows and whether it supports predictions.  Link evidence to scientific knowledge and understanding. | Unit 5.5 | | | Design and technology, Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EsTRMeIQRulIi0ABFoQ8_nEBerLhyTAfA42omPDOBrB43A?e=rUm8Z4>  **Resources in Learner’s Book:** Activity 5.6.  Question 1, 2, 3.  **Resources in Activity Book:** Exercise 5.6.  **Practical Activities:**  Activity 5.6. from Teaching ideas 5.6. | | Exercise 5.6 in the Activity Book. | | Discuss the answers to Exercise 5.6 in class when learners have finished it. Learners can self- or peer-assess the work.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Appliance  Copper  Electric shock  Mains electricity | |  |
| **Week 26**  **(14/03/2021-18/03/2021)** | Blended | **Electricity and magnetism** | Identify common appliances that run on electricity.  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.    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. | **Unit Test 5+Research activity from Wonderopolis**  [**https://wonderopolis.org/wonders?q=electricity**](https://wonderopolis.org/wonders?q=electricity)  **Provide practice questions from GL PTS reports**  [**Year 5**](onenote:https://elspvtdubai.sharepoint.com/sites/ELSScience/SiteAssets/ELS%20Science%20Notebook/GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one#Year%205&section-id={57CF1F95-3A76-45BD-97AC-E5B990181957}&page-id={ADA74A4F-A769-412C-BDE6-F072D41D593F}&end)**(**[**Web view**](https://elspvtdubai.sharepoint.com/sites/ELSScience/_layouts/OneNote.aspx?id=%2Fsites%2FELSScience%2FSiteAssets%2FELS%20Science%20Notebook&wd=target%28GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one%7C57CF1F95-3A76-45BD-97AC-E5B990181957%2FYear%205%7CADA74A4F-A769-412C-BDE6-F072D41D593F%2F%29)**)** | | | | | | | | | | | | | |
| **Week 27**  **(21/03/2021-25/03/2021)** | Blended | **Solids, liquids and gases**  (Challenge book) | **3.2. Matter is made of particles**  **3.3. The behaviour of solids, liquids and gases**  **3.5. Melting in different solids**  **3.6. Melting and boiling points** | | | | | | | | | | | | | | |
|  | **Electricity and magnetism**  (Challenge book) | **5.1. Electricity flows in circuits**  **5.4. Circuits with more components**  **5.5. Circuits with buzzers** | | | | | | | | | | | | | | |
| **Spring Break**  **(28/03/2021-08/04/2021)** | | | | | | | | | | | | | | | | | | |