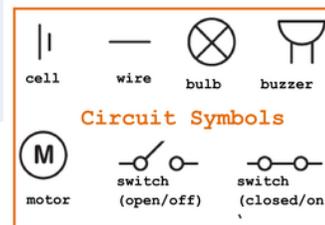


GGA- Year 4 Knowledge Organiser – Autumn Term- - Electricity

Vocabulary

Battery	Bulb
Buzzer	Cell
Circuit	Conductor
Insulator	Switch
Mains	Wires
Power	Motor



Skills that I am going to learn.

Setting up simple practical enquiries and fair tests.	Creating a circuit with different components to see what works and what doesn't.
Gathering, recording, and presenting data in a variety of ways to help in answering questions	Drawing circuits scientifically, with symbols, showing which work and which do not explaining why.
Recording findings using simple scientific language, drawings and labelled diagrams	Drawing circuits scientifically, with symbols, showing which work and which do not explaining why.
Identifying differences, similarities or changes related to simple scientific ideas and processes	Creating circuits and understanding how different components produce different/same results.
Using scientific evidence to answer questions or to support their findings.	Using completed circuits to explain findings and why you have those results.

Why are we learning this?

To know how...

- Power is supplied to every day objects, for example how lights work.
- Electricity circuits can be broken by a fault in the circuit
- Electricity allows lots of different items to work

Why is it important?

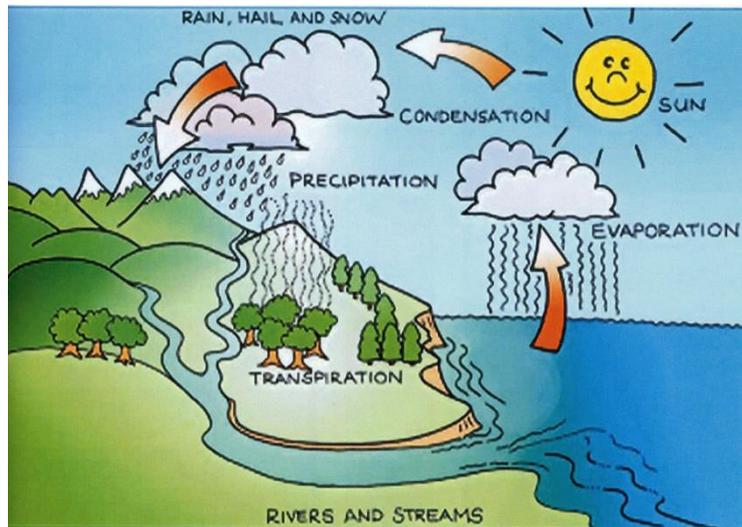
So we understand...

- That electricity is what powers most things
- Electrical circuits can be turned on or off with a switch
- You need wires and a power source to be connected for electricity to work

GGA- Year 4 Knowledge Organiser – Autumn Term - Water Cycle

Vocabulary

Evaporation	Condensation
Flow	Temperature



Skills that I am going to learn.

Asking relevant questions and using different types of scientific enquiries to answer them.

Eg. Researching how the water cycle works.

Use straightforward scientific evidence to answer questions or to support findings.

Eg. Use scientific vocabulary to explain how the water cycle works.

Report findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Eg. Draw and label a true representation of the water cycle and explain how it effects us.

Record findings using scientific language, drawings, labelled diagrams

Eg. Draw and label a true representation of the water cycle and explain how it effects us.

Why are we learning this?

To know how...

- What happens to rain, hail and snow when it falls
- The sun is linked with evaporation
- Clouds are formed

Why is it important?

So we understand...

- That water, hail and snow do not just disappear
- That clouds are formed of liquid
- That liquid is 're-cycled' and goes round in a cycle