



Pinner Wood School



Year Group	4	Term	Spring 1	Subject	DT	Topic	Electrical Systems
						Key Question	How does bulb that glow?
Prior Learning and other Curriculum Links	Construction and Mechanisms: I can create, develop and strengthen my tent using diagonal struts and use sketches, diagrams and prototypes to design and evaluate. (Year 3 objectives)				Target Tracker statements (Skills)	<ul style="list-style-type: none"> I can understand and use electrical systems in products I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. 	
Fundamentals	Construction and Mechanisms: I can use my knowledge of existing products to evaluate and design a functional and appealing product for a particular purpose and audience, using exploded diagrams and techniques to strengthen structures.				Key Facts/Sticky Knowledge	I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.	
Our Curriculum Journey	<p>Stunning Start: N/A</p> <p>Journey: In this unit children will develop understanding about series and parallel circuits and different types switches. They will then be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch. Children will decide upon the design criteria for the light by considering who will use it, where it will be used and what for. Finally, children will complete a detailed evaluation of their final product.</p> <p>Show stopper: N/A</p>						

Key Vocabulary (revisited)	Cross-sectional diagram Seam Struts Prototype Struts Diagrams Annotated Sketches	Key Vocabulary (new)	Linkage Pivot Conductor Insulator Toggle switch Select, materials, components, switch, make.
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