



Operating Theatre

Learning Outcome:

Combine simple components to make a circuit.

Resources:

- Empty chocolate tray
- Battery pack
- 3 crocodile leads
- Buzzer
- Metal tweezers
- Pompoms
- Card
- Aluminium foil

What to do:

1. Place a selection of pompoms into the chocolate tray.
2. Cut holes in the card to line up with the dimples in the chocolate tray.
3. Cover the card with foil and pierce to reveal the holes.
4. Make a loop circuit using the battery, leads, buzzer, tweezers and foil wrapped card.
5. Place the foil topped card on top of the chocolate tray.
6. Using the tweezers try and remove a pompom without setting off the buzzer.



Operating Theatre

I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. **SCN 1-09a**

- *Reports in writing, visually, orally how magnet exert a non-contact force on each other and attract certain materials.*
- *Demonstrates through practical activities that like poles repel and opposites attract.*
- *Gives at least two examples of how magnets are used in everyday life.*

I can design and construct models and explain my solutions. **TCH 1-09a**

- *Creates and justifies a solution to a given design challenge considering who is it for, where and how will it be used.*
- *Uses appropriate tools and joining methods to construct a model.*



Help the Pharmacist

Learning Outcome:

Use magnets to demonstrate that opposite poles attract.

Resources:

- Box
- Cardboard
- Magnetic wands
- 10 paper clips
- Small box (to be made into pill box)

What to do:

1. Using a box and cardboard to make a maze.
2. Place the paperclips inside the 'pill box' and place at the start of the maze.
3. Place the maze on stilts, so that the magnetic wand can fit underneath.
4. Use the magnetic wand on the underside of the maze to get the 'pill box' from one side of the pharmacy to the other.



Help the Pharmacist

By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. **SCN 1-08a**

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Magnetic Breakfast

Learning Outcome:

Investigate the nutrients in different foods.

Resources:

- Selection of foods
- Water
- Jug
- Wooden spoon
- 3 plastic tubs
- Magnetic wand

What to do:

1. Pour dry cereal into a plastic tub and use the wooden spoon to crush the cereal into a fine powder. Add a little water to make a paste.
2. In two separate tubs repeat step 1 for crisps and a biscuit.
3. Swirl the magnet above the food paste. What can be seen?
4. Repeat for each food type and record findings.



Magnetic Breakfast

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By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a**

- *Recognises and names the main food groups.*
- *Sorts foods into the food groups.*
- *Chooses foods from different food groups to create a balanced meal.*
- *Assists in preparing healthy dishes for a variety of occasions, for example, an integrational visit.*



Diagnosis, No Murder!

Learning Outcome:

Identify and describe the medical equipment used in healthcare.

Resources:

- Image Cards
- Medical objects (optional)

What to do:

1. Look at the image card of the medical equipment.
2. Discuss what they could be for, the impact on society and when they were invented.
3. Turn the cards over to see the object descriptions.



Diagnosis, No Murder!

I can explore the latest technologies and consider ways in which they have developed. **TCH 1-05a**

- *Identifies changes to technologies for example, televisions and mobile phones.*

I understand how technologies help provide for our needs and wants and how they can affect the environment in which we live.

TCH 1-07a

- *Identifies ways in which energy can be saved.*
- *Understands how and where we waste materials and resources*
- *Demonstrates an understanding of how technologies, by meeting our needs and wants, affect the environment we live in.*



I see, I think, I wonder

Learning Outcome:

Describe, discuss and explain the images.

Resources:

- Image cards
- Note sheet

What to do:

Look at the picture then discuss and list:

- What do you see?
- What do you think about it?
- What does it make you wonder?



I see, I think, I wonder

I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a / 2-20a**

- *Discusses and expresses opinions about science topics in real-life contexts, including those featured in the media.*
- *Discusses how people use science in their everyday lives.*
- *Describes a variety of jobs and careers which require scientific knowledge and skills.*

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a / 2-02a**

- *Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.*
- *Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.*
- *Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.*



Circuits SOS

Learning Outcome:

Investigate the conductivity of different materials.

Resources:

- Problem card
- Selection of materials found in a hospital
- Lightbulb
- Battery pack
- 3 wires with crocodile clips

What to do:

1. Read the problem card.
2. Attach one wire to the battery and the lamp. Attach another wire to the other side of the lamp. Attach the remaining wire to the other side of the battery.
3. Do not complete the circuit.
4. Choose a material and attach to the free crocodile clips to complete the circuit. Does the light bulb come on? Test all materials and record your findings.



Circuits SOS

I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. **SCN 1-09a**

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I can recognise a variety of different materials and suggest an appropriate material for a specific use. **TCH 1-10a**

- *Identifies different materials*
- *States the properties of the material (hard, soft...)*
- *Recognises different materials and why they have been selected for a task.*
- *Selects materials to use in a specific task.*



Doctor Who?

Learning Outcome:

Identify the position of the major organs and bones within the skeleton.

Resources:

- Patient (doll)
- Patient diagnosis sheet
- Skeleton task
- Major organ task

What to do:

- Introduce yourself to the patient. By examining the patient determine where the patient is injured. Mark this on the patient diagnosis sheet.
- Give this to the consultant to check. The consultant will then give out the skeleton task.
- Rearrange the bones correctly. Have the consultant check. The consultant will then give out the organ task.
- Rearrange the organs correctly. Have the consultant check.
- Once completed the patient can then be discharged.



Doctor Who?

By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. **SCN 1-12a**

- *Uses components to make simple models of a skeleton which identify the skull, spine, ribcage and some bones of the arms and leg and which show how the skeleton gives us support and protects our organs.*
- *Describes the position and function of major organs including the brain, heart, lungs, stomach and bladder.*
- *Describes how skin, as an organ, provides a barrier to infection and helps to control our temperature.*
- *Structures a presentation or report, with support, on how to have a healthy lifestyle, for example, through a balanced diet, regular exercise, sufficient sleep and by avoiding substance misuse.*