

## Distance Learning 2020-2021

<b>Subject</b>	<b>Science</b>
<b>Class/Division</b>	Year 4 A-F
<b>Week 12 -Term 2</b>	May 9 <sup>th</sup> to 10 <sup>th</sup> (Eid holidays this week)
<b>Work sent to students via</b>	ZOOM / Google Classroom
<b>Total number of lessons per week</b>	2 ZOOM sessions & 1 GC session
<b>ZOOM 1</b> <b>Electricity</b> Revision 2	<p><b><u>Learning Objective:</u></b> Revise the topic - Electricity</p> <p><b><u>Learning Outcome:</u></b></p> <p><b>Students recall:</b></p> <ul style="list-style-type: none"><li>➤ Common appliances that use electricity to light up/heat up/move/make sounds.</li><li>➤ Devices that use batteries/mains / both to supply electricity.</li><li>➤ How to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.(Simple Circuit diagrams)</li><li>➤ Source of electricity in a circuit (circuit needs a power source to work).</li><li>➤ 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.</li><li>➤ Common conductors and insulators, and associate metals with being good conductors.</li></ul> <p><b>Resources:</b></p> <p><b>Task :</b></p> <ul style="list-style-type: none"><li>❖ Active Learn Allocation</li><li>❖ Topic Book &amp; Work Book</li><li>❖ Google Form quiz</li></ul> <p>Revise the topic thoroughly and complete the quiz using the link posted on GC.</p>
<b>ZOOM 2</b> <b>Sounds</b> Revision 3	<p><b><u>Learning Objective:</u></b> Revise the topic – Sounds</p> <p><b><u>Learning Outcome:</u></b></p> <p><b>Students recall:</b></p> <ul style="list-style-type: none"><li>➤ Source of a sound and how sound can travel through solids, liquids and gases.</li><li>➤ How vibrations from sounds travel through a medium to the ear.</li><li>➤ How sound is transmitted from the outer ear to the brain.</li><li>➤ Examples of some materials those are effective in</li></ul>

<p><b>Resources:</b></p> <p><b>Task :</b></p>	<p>preventing vibrations from sound sources reaching the ear.</p> <ul style="list-style-type: none"> <li>➤ Volume /Frequency/Pitch of sounds.</li> <li>➤ High- and low-pitched sounds and how the pitch of a sound can be changed.</li> <li>➤ Measuring Volume of sound with a sound meter (data logger) and the unit used (decibel- dB)</li> <li>➤ Patterns between the pitch of a sound and features of the object that produced it.</li> <li>➤ Patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>➤ Features of an object that can be changed to alter its pitch, for e.g., length of tube, length of string and tension of string.</li> <li>➤ How sounds get fainter as the distance from the sound source increases.</li> </ul> <ul style="list-style-type: none"> <li>❖ Active Learn Allocation</li> <li>❖ Topic Book &amp; Work Book</li> <li>❖ Google Form quiz</li> </ul> <p>Revise the topic thoroughly and complete the quiz using the link posted on GC.</p>
<p><b>Scientific Enquiry skills</b> Revision 4</p> <p><b>Resources:</b></p> <p><b>Task:</b></p>	<p>Students complete an MCQ quiz based on Scientific enquiry skills (Mixed topics).</p> <ul style="list-style-type: none"> <li>❖ Google Form Quiz/PPT</li> </ul> <p>Complete the quiz posted on GC.</p>

Note: The number of lessons for each class may be different (due to Eid holidays)