

### Circus Workshop

#### Curriculum Links

<p><b>Please note:</b></p>	<p>Our workshops may not cover all of the links below in great depth as we are restricted by time, however you have the opportunity to cover them in the follow up activities you will be receiving from us.</p>	
<p><b>Aims and Activities taken from the workshop booklet</b></p>	<p>Your pupils will learn how to balance clowns on a piece of string; see how far their foam rockets go; use different types of magnets to move a creature along a maze; make spinning tops and see what patterns are made and bounce marbles using different sized tubs!</p> <p>Circus consists of five practical hands-on activities loosely related to the circus, which all your children can enjoy. The children rotate through each activity in groups, investigating a different type of force. For lower KS2, the activities are extended – <b>The forces element lends itself best to Y3/4 workshops so we have added LKS2 curriculum links in rather than KS1. Friction and movement forces don't really come in to the curriculum until Year 5. However, we know that some schools still book this workshop for KS1 which is fine.</b></p> <p>Our aim is for your children to have lots of fun and enjoyment in:</p> <ul style="list-style-type: none"> <li>- investigating</li> <li>- making</li> <li>- experimenting</li> <li>- comparing</li> </ul>	
	<p><b>National Curriculum</b></p>	<p><b>Non-Statutory Opportunities</b></p>
<p><b>Science</b></p>	<p><b>Working Scientifically (LKS2):</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Make systematic and careful observations take accurate measurements using standard units</li> <li>• Gatherings, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording simple findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><b>Forces and Magnets (Y3)</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> </ul>	<p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> <li>- carrying out simple circus-inspired activities that explore different forces</li> <li>- identify first-hand some differences and similarities between the forces explored and how they work</li> <li>- use scientific evidence about forces to ask and answer questions</li> </ul>

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	<ul style="list-style-type: none"> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	
<b>DT</b>	<p>Design</p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products (for example, magnets)</li> </ul>	<p><i>Lots of opportunity here to use DT skills, not all covered in this workshop however we have put in the whole KS2 DT curriculum.</i></p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables (Y3) assuming recording data</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size (Y4) assuming angles of slopes/ramps</li> </ul>	<p>Opportunity here for pupils to talk about forces and collect data using mathematical language</p>
<b>English</b>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>developing a broader, deeper and richer vocabulary</li> </ul>	