CHURCHWOOD PRIMARY ACADEMY

At Churchwood Everyone Can

Year: 6	**Term: 5**
Topic Name: Sparks and shocks	
Subject / Topic Focus: Science / electricity	

Grand finale… set up a challenge for the parents to build circuits.

Wow starter…

STEM robots

A visitor from … STEM

Everyone Can Curriculum Coverage		
Subject	**Topic**	**Coverage**
Science	**Electrical circuits**	**• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.** **• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.** **• Use recognised symbols when representing a simple circuit in a diagram.** **Skills:** **• Plan enquiries, including recognising and controlling variables where necessary.** **• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.** **• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.** **• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.** **• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.** **• Present findings in written form, displays and other presentations.** **• Use test results to make predictions to set up further comparative and fair tests.** **• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.** **Democracy** **Rule of law** **Individual liberty**

Design Technology		**• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).** **• Convert rotary motion to linear using cams.** **• Use innovative combinations of electronics (or computing) and mechanics in product designs.** **• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).** **• Make products through stages of prototypes, making continual refinements.** **• Ensure products have a high quality finish, using art skills where appropriate.** **• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.** **Democracy** **Rule of law** **Individual liberty**
Music	**Charanga**	**Charanga** **Mutual respect**
PE	**PE Syllabus**	**Gymnastics** **Mutual respect**
RE	**ESCC Agreed Syllabus**	**Why are sacred texts important?** **Tolerance**
PSHEe	**Aspirations** **E-safety**	**PSHEe Syllabus**

MFL	**Mandarin and French Club**	**Mutual respect**
British Values	**Democracy Rule of law Individual liberty Mutual respect Tolerance**	**Integrated with foundation subjects**

Vocabulary, Punctuation and Grammar focus:	**Year six revision linked to SATs curriculum**
Spelling Focus	**Year six revision linked to SATs curriculum Pupils to follow the support for spelling programme using spelling bank materials.**
Linked Extended Writing:	**Year six revision linked to SATs curriculum**
Cross curricular Maths opportunities:	**Year six revision linked to SATs curriculum**

Early Morning Maths Focus:	**Multiplication / Mental Maths**
Target Writing:	**Year six revision linked to SATs curriculum**