

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : Science	YEAR : B	TERM : Spring 1	YEAR GROUPS : 5/6
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Key Question: What makes a lightbulb shine brightly?

Previous Knowledge – We would expect children to already be able to:
 Identify different components of a circuit, explaining what they do.
 Children can build series circuits, identifying and explaining whether they are complete or incomplete.

END OF UNIT OBJECTIVES

<p>Some children will not yet have met what is expected and will show that they are emerging because they can:</p>	<p>Most children will show that they have reached the expected level because they can:</p>	<p>Some children will have gone beyond the expected level and will show that they are exceeding because they can:</p>
<p>...explain some ways how our understanding of electricity has changed over time? ...draw circuit diagrams using the correct symbols correctly? ...with support, decide which variables to control while planning an investigation? ...with support, decide how to report their findings? ...with support, make new predictions based on the previous results? ...with some guidance, select an appropriate scientific enquiry?</p>	<p>...explain how our understanding of electricity has changed over time? ...draw circuit diagrams using the correct symbols and label the voltage correctly? ...decide which variables to control while planning an investigation? ...decide how to report their findings? ...make new predictions based on the previous results? ...select an appropriate scientific enquiry?</p>	<p>...explain how our understanding of electricity has changed over time, naming key scientists and their discoveries. ...clearly draw circuit diagrams using the correct symbols and label the voltage correctly. ...decide which variables to control while planning an investigation and be able to identify them as dependent, independent and controlled? ...decide how to report their findings, picking out the key information to make their findings clear? ...make new predictions based on the previous results? ...select an appropriate scientific enquiry?</p>

ASSESSMENT OPPORTUNITIES

Children’s work will be monitored continually to check for their understanding. At all times, children will be encouraged to ask questions in order to clarify their understanding and avoid misconceptions.

<p>ENRICHMENT OPPORTUNITIES Helping children to remember more</p> <p>Children will plan and conduct their own enquiries.</p> <p>Children will be making circuits practically.</p>	<p>SUBJECT SPECIFIC VOCABULARY</p> <p>Electricity, Thomas Edison, Michael Faraday, Benjamin Franklin, natural electricity, man-made electricity, static electricity, insulators, conductors, complete circuit, incomplete circuit, broken circuit, wires, bulb, battery, cell, motor, buzzer, switch, voltage, electrons, amperes, amps, current, flow, scientific enquiry, variations, variables, data, prediction, conclusion.</p>	<p>CROSS-CURRICULAR LINKS</p> <p>Links that we can make to help children make sense of what we want them to know and be able to do.</p> <p>English – writing up of experiments</p> <p>History – exploration of scientific discoveries involving electricity</p>
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