

<b>Class: Mrs Kavalieros/Mr Oyston</b>		<b>Term: Spring 2</b>	<b>Year Group: 6</b>
<b>Prime Learning Challenge</b>	<b>Science - How does electricity work and how does its power vary?</b> <b>History- What was the impact of the war on Britain?</b>		

<b>Past</b> What do pupils already know/understand? Do they have any misconceptions?	<b>Present</b> What do pupils want to know/understand? What are they interested in? What motivates them?	<b>Context</b> How is this challenge relevant to the needs of your children?
<p><b><u>Science:</u></b> The children studied electricity in Y4. During this learning sequence the children were taught to:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify 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>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p><b><u>Science:</u></b> This unit of work builds on their prior knowledge from Year 4. This unit focusses more on the power of electricity.</p> <ul style="list-style-type: none"> <li>• How does electrical energy vary?</li> <li>• What is electrical power?</li> <li>• What do we mean by electrical particles?</li> <li>• Which symbols are used to represent different parts of a simple circuit?</li> <li>• How can we construct simple series circuits?</li> <li>• How can we make use of our knowledge of circuits to create a simple game?</li> </ul>	<p><b><u>Science:</u></b> Electricity is a part of children's daily lives, from turning on lights to using electronic devices. Understanding electricity helps them make sense of the technology around them and how it functions. In today's digital age, technological literacy is essential. Teaching electricity provides foundational knowledge for understanding how gadgets and electronic systems work, contributing to their overall digital literacy. Electricity concepts are directly applicable to real-world situations. Children can grasp the practical implications of what they learn, from designing simple circuits to understanding how electricity is generated and distributed.</p>

<p><b><u>History:</u></b> The children haven't studied the world wars before but some will have knowledge on the impact of war from books, television programmes and family history. They will need to know the context of why WWII began before learning about the impact it had on Britain.</p>	<p><b><u>History:</u></b> In this unit of work, the children will learn all about the impact of war, specifically WWII, on Britain. They will learn: <i>C1: Why did World War 2 start and what part did Hitler play in it?</i> <i>C2: What was appeasement and was it a cowardly approach?</i> <i>C3: What was it like to be a German child in World War 2?</i> <i>C4: Who was Winston Churchill and what part did he have to play in the war?</i> <i>C5: How was every town and city affected during and after the war?</i></p>	<p><b><u>History:</u></b> When teaching children about World War II, it's important to consider the impact of the war on children's lives, and to provide opportunities for them to empathise with the experiences of others. Learning about the impact of war, especially on their town/city/country, will allow children to understand how this key historical event shaped the future of life in Britain.</p>
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<p><b>By the end of this prime learning challenge...</b></p>	<p><b>Some: More Able</b></p>	<p><b><u>Science:</u></b></p> <ul style="list-style-type: none"> <li>•associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> </ul> <p>Explore, explain and demonstrate the pattern between the voltage of cells and the brightness of a bulb</p> <p>Investigate the concept of resistance/resistors.</p> <ul style="list-style-type: none"> <li>•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</li> <li>•use recognised symbols when representing a simple circuit in a diagram.</li> <li>•identify and name the basic parts of a simple electric series circuit, including cells, wires, bulbs, switches, and buzzers, and compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off position of switches</li> </ul>
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	<p><b>Most: Core</b></p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>•associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>•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</li> <li>•use recognised symbols when representing a simple circuit in a diagram.</li> <li>•identify and name the basic parts of a simple electric series circuit, including cells, wires, bulbs, switches, and buzzers, and compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off position of switches</li> <li>•explain that short circuits may cause wires to heat up and that fuses are electrical safety devices that are triggered by short circuits</li> <li>• explain the effect of changing the voltage of a battery.</li> </ul> <p><b>History:</b></p> <p>To be able to explain how World War 2 started and identify the countries that were involved. To be able to explain different leaders' roles in the wars such as Hitler and Churchill. To be able to empathise with children who lived throughout the war and highlight how we can learn from this tragic event in history. To understand how the war impacted Britain and shaped future society.</p>
	<p><b>All: Less able</b></p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>•associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> </ul>

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	<b>Specific Children</b>	

<b>Pre-Learning</b> How will you make sure you are pitching appropriately?	<b>Wow!</b>	<b>Reflection</b> How will you reflect & evaluate?
<p><b><u>Science and History:</u></b></p> <p>Children to complete a WIAK activity and WIWTFO questions.</p> <p>Questions to be used for the classroom display board. Children to complete these as the topic evolves.</p>	<p><b><u>Science</u></b></p> <p><b><u>Hook</u></b></p> <ul style="list-style-type: none"> <li>• Human circuit using an energy circuit.</li> </ul> <p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>• Neville Chamberlain's outbreak of war.</li> </ul>	<p><b><u>Science:</u></b></p> <p><b>Session 11 and 12: Complete reflection task.</b> The children are to create a PowerPoint presentation in groups to reflect on their learning this term.</p> <p>Post-Learning Task - Complete assessment sheet. Allow children time to answer questions if not already done so. Return to the overall science question.</p> <p><b><u>History:</u></b></p>

		<p><b>Session 7: Complete reflection task.</b> The children are to create a PowerPoint Presentation to summarise their learning about their war topic.</p> <p>Post-Learning Task - Complete assessment sheet. Allow children time to answer questions if not already done so. Return to the overall History question.</p>
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	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Literacy</b>	World War II Non-chronological report	World War II Non-chronological report	World War II Non-chronological report	Assessment Week	World War II Letter from an evacuee
<b>Rainbow Grammar</b>		<i>Relative Clauses</i>			<i>Non-Finite Clauses</i>
<b>Handwriting</b>	<i>Words ending in -cial or -tial</i>	<i>Words ending in -cious or -tious</i>	<i>Words ending in -ant, -ance, or -ancy</i>	<i>Words ending in -ent, -ence or -ency.</i>	<i>Words ending in -able or -ably</i>
<b>Maths</b>	Shape	Shape	Assessment Week	Shape	Area and Perimeter
<b>Science</b>	<b><u>Electricity:</u></b> <i>What is electrical power and how does it vary?</i>	<b><u>Electricity:</u></b> <i>What is electrical power and how does it vary?</i>	<b><u>Electricity:</u></b> <i>What is electrical power and how does it vary?</i>	<b><u>Electricity:</u></b> <i>What is electrical power and how does it vary?</i>	<b><u>Electricity:</u></b> <i>What is electrical power and how does it vary?</i>

History	<p><b>History:</b>  <u>LO: To be able to understand when and why World War 2 began.</u></p> <p><i>C1: Why did World War 2 start and what part did Hitler play in it?</i></p>	<p><b>History:</b>  <u>LO: To be able to understand what appeasement was and how it led to Britain's part in WW2.</u></p> <p><i>C2: What was appeasement and was it a cowardly approach?</i></p>	<p><b>History:</b>  <u>LO: To be able to understand and empathise what it would have been like to be a German child in World War 2.</u></p> <p><i>C3: What was it like to be a German child in World War 2?</i></p>	<p><b>History:</b>  <u>LO: To be able to recall who Winston Churchill was and why he was so influential.</u></p> <p><i>C4: Who was Winston Churchill and what part did he have to play in the war?</i></p>	<p><b>History:</b>  <u>LO: To be able to understand the effects of war on British towns and cities.</u></p> <p><i>C5: How was every town and city affected during and after the war?</i></p>					
Geography	N/A	N/A	N/A	N/A	N/A					
Music	<table border="1"> <tr> <td data-bbox="439 882 685 1179"> <p><b>Step 1:</b>            You've Got A Friend by Carole King</p> </td> <td data-bbox="685 882 949 1179"> <p><b>Step 2:</b>            The Loco-Motion sung by Little Eva            You've Got A Friend by Carole King            Recorders</p> </td> <td data-bbox="949 882 1211 1179"> <p><b>Step 3:</b>            You've Got A Friend by Carole King</p> </td> <td data-bbox="1211 882 1485 1179"> <p><b>Step 4:</b>            Up on The Roof by The Drifters            You've Got A Friend by Carole King            Recorders</p> </td> <td data-bbox="1485 882 2022 1179"> <p><b>Step 5:</b>            You've Got A Friend by Carole King</p> </td> </tr> </table>					<p><b>Step 1:</b>            You've Got A Friend by Carole King</p>	<p><b>Step 2:</b>            The Loco-Motion sung by Little Eva            You've Got A Friend by Carole King            Recorders</p>	<p><b>Step 3:</b>            You've Got A Friend by Carole King</p>	<p><b>Step 4:</b>            Up on The Roof by The Drifters            You've Got A Friend by Carole King            Recorders</p>	<p><b>Step 5:</b>            You've Got A Friend by Carole King</p>
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PSHE	Jigsaw- Healthy Me	Jigsaw- Healthy Me	Jigsaw- Healthy Me	Jigsaw- Healthy Me	Jigsaw- Healthy Me					
DT	Structure: Playgrounds	Structure: Playgrounds	Structure: Playgrounds	Structure: Playgrounds	Structure: Playgrounds					

<b>RE</b>	Lesson 1: <i>Why do Christians believe Jesus was resurrected?</i>	Lesson 2: <i>How do many churches mark Good Friday and Easter Sunday?</i>	Lesson 3: <i>What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?</i>	Lesson 4: <i>When and why might a Christian have to stand up for their beliefs?</i>	Lesson 5: <i>Why do Christians have hope even when someone dies?</i>	
<b>MFL</b>	Manger et Bouger	Manger et Bouger		Le Week-end	Le Week-end	Le Week-end
<b>PE</b>	Gymnastics 2	Gymnastics 2		Gymnastics 2	Gymnastics 2	Gymnastics 2
<b>Games</b>	Basketball	Basketball		Basketball	Basketball	Basketball
<b>Computing</b>						
	<b>LC 1:</b> <i>My Online Life How can technology impact on my life?</i>	<b>LC 2:</b> <i>Do we understand the language of the internet?</i>	<b>LC 3:</b> <i>How do we communicate online?</i>	<b>LC 4:</b> <i>What information should I share online?</i>	<b>LC 5:</b> <i>Can I explain how to stay safe when online gaming?</i>	
<b>Class novel</b>	<b>Holes</b> Louis Sachar	<b>Holes</b> Louis Sachar		<b>Holes</b> Louis Sachar	<b>Holes</b> Louis Sachar	<b>Holes</b> Louis Sachar