

### Extended Writing Opportunities

- Explanation linked to Science / RE
  - Description – setting
  - Narrative – Characters and descriptive vocabulary
  - Persuasion
  - Personification ‘I am electricity’
- ### English Writing Opportunities
- Description – personification
  - Dialogue included within narrative
  - Story

### Science

- recognise some common conductors and insulators, and associate metals with being good conductors.
- 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.
- PSHE link about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

### Humanities Focus: Geography

- To describe and understand key aspects of: physical geography, including: vegetation, biomes and forest types
- Focus on world maps of different types, biomes and different types of forests and rainforest with a case study of South America

### Computing

- To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

**Topic:**  
**‘It’s Electric!’**

**Term: Autumn 1**

## Year 6



**Text(s):**

Percy Jackson and the Lightning Thief

**Hook**

‘Electricity’ from Billy Elliot  
Playing games using electricity such as Operation



### PSHCE

#### **Young Leaders Award & Curriculum Driver Focus**

Through these the children will learn to:

- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

### P.E

To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  
To use running, jumping, throwing and catching in isolation and in combination

### R.E

**What can we learn about religious diversity in our area?**

### Music

To listen with attention to detail and recall sounds with increasing aural memory

### Creativity Focus: Design and Technology

- To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- To 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
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work