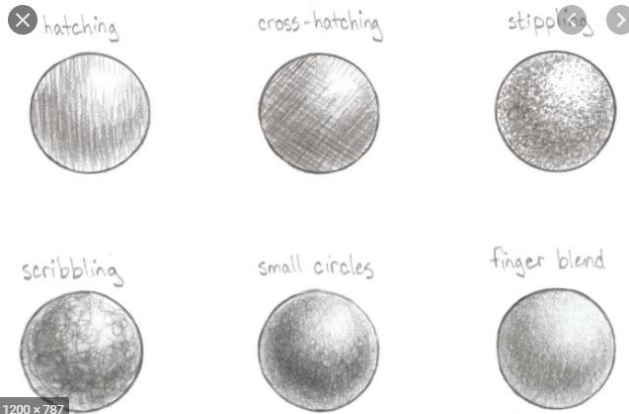



|                     | Learning objective   | Main teaching  | Activity   | Resources   | Vocabulary  |
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| Science             | LO to discuss how components in an electrical circuit work | <p>Make sure all of slides from last week have been taught before this lesson!</p> <ol style="list-style-type: none"> <li>1. Download circuit diagram sheet (link in resources box) and chn to identify which circuits are complete and which aren't.</li> <li>2. chn to annotate their circuit diagrams, explaining how each component works. Do the chn know how a bulb works? Show them the BBC clip <a href="https://www.bbc.co.uk/bitesize/clips/zxksb9q">https://www.bbc.co.uk/bitesize/clips/zxksb9q</a> and explain that tungsten in the bulb adds 'resistance' to the flow of the electric current as well as being long (coiled) and thin – this is essentially what causes it to glow.</li> </ol> | <p>This half term, we are going to design a lighting system for an art exhibition. Watch: <a href="https://vimeo.com/35004105">https://vimeo.com/35004105</a> Have the Vimeo link on and explain that this was a Bruce Munro light installation at Salisbury Cathedral. Then get chn to explore the electric sensory 'exhibition' you have gathered and ask them to reflect on the senses provoked and how the 'effects' make them feel. Explain that the National Sensory Art Association (NSAA) has commissioned chn to create an electric art installation for a sensory garden exhibition. Hand out the briefs and explain that chn will be working in gps and that each gp will use an overarching theme to design and create their installation, which will need to use motors, switches, bulbs and buzzers to create an artistic impact.</p> <p>Read and discuss the design brief <a href="https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S1_Resources.pdf">https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S1_Resources.pdf</a></p> | <p><a href="https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S1_Resources.pdf">https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S1_Resources.p</a><br/><a href="https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S1_Resources.pdf">df</a></p> | <p>Circuit diagram &amp; symbol, components, cell, battery, positive/negative, terminal, connect/connection, loose connection, short circuit, wire, bulb, bright/dim, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance</p> |
| History / Geography | L.O. To learn about <u>Queen Elizabeth I</u>               | <p>Show the timeline to place Elizabeth's reign.</p> <p>Discuss how Elizabeth became queen – Henry wanted a son but he had two daughters first. Edward became king first and then Mary but they both died after short reigns leaving Elizabeth to become queen.</p> <p>Show the portrait of the queen. <i>What do you think she was like? What do you already know about Queen Elizabeth I?</i> Record responses in books.</p>   | <p>Stick the image of Elizabeth I in books and, in pairs, read through the factfile to research the reign of Queen Elizabeth I. Note down what they've found out in their books.</p> <p>Bring the children back together to discuss what they have found out and ask for their opinions on the queen's character and impact <b>citing evidence from the text.</b></p>  | <p>Queen Elizabeth I powerpoint<br/>Queen Elizabeth I picture<br/>Factfile<br/>Paper<br/>Pen</p>  | <p>Reign<br/>Monarchy<br/>Portrait<br/>Character<br/>Evidence</p>   |

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| <p><b>Art / Design Technology</b><br/>(alternate weeks)</p> | <p>LO to use a variety of pencil markings to sketch a facial feature</p> | <p>Practise different pencil markings:</p>  <p>Discuss with children that when sketching, we ought to be looking at what we are sketching for around 70% of the time, and only at what we are drawing for 30%. This is to make sure we can be accurate.</p> | <p>Children each have a mirror and to draw their eyes. Model how much time should be spent looking at their own eye, and how little time should be spent looking at their paper. Thorough modelling, discuss how you take extra care in exactly how the eye looks and what lines you need to draw.</p> <p>Use the different pencil marking techniques to create an accurate sketch.</p> <p>Children have post notes and evaluate their partner's work half way through. Give at least one next step.</p> | <p>Pencils (varied gradings EG HB /2b/5h etc)</p> <p>Mirror</p> <p>Paper</p> |  |
| <p><b>French</b></p>  | <p>LO to use the phrase 'I would like...'</p>                            | <p>A Table lesson 2</p>    | <p>Make notes throughout the lesson online and then discuss/practise the sentence 'I would like...' in pairs.</p>  | <p>Paper</p> <p>Pencil</p> <p>Video link</p>                                 |  |

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| <p style="text-align: center;"><b>PE</b></p> | <p>LO to refine running pace and jumping technique</p> | <p><b>Four minute run:</b> in pairs, choose the correct pace to be able to run continuously with your partner for 4 minutes. Estimate how many laps you will complete. Aim to beat last week's laps.</p> <p><b>Remind pupils of the FOUR stages of jump:</b> approach, take-off, flight and landing. Today we're looking at triple jump:</p> <ul style="list-style-type: none"> <li>- Triple jump requires 1 foot take-off to hop, step to the other foot and jump from that landing foot to land on 2 feet.</li> </ul> <p>Children to get into pairs and partner to determine their preferred take-off (hopping) leg. What difference does a longer approach make? In pairs pupils measure one another's jumps using 1, 3 and 5 step approach.</p> <p>To ensure a smooth approach, encourage jumpers to mark the start of their approach by taking 1/3/5 strides back from the take-off line before attempting each jump.</p> <p>Pupil A uses 1 step approach and jumps as far as they can from take-off line and pupil B marks distance with a cone. Swap and repeat roles.</p> | <p>Cones to mark distance.</p> | <p>Running</p> <p>Jumping</p> <p>Triple jump</p> <p>Distance</p> <p>Marker</p> <p>Pace</p> <p>Approach</p> <p>Take-off</p> <p>Flight</p> <p>Landing</p> |
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