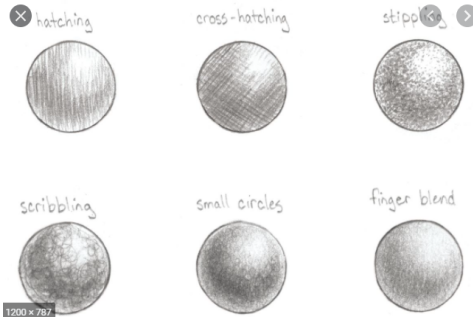


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Science	LO to discuss how components in an electrical circuit work	<p>Make sure all of slides from last week have been taught before this lesson!</p> <ol style="list-style-type: none"> <li>1. Download circuit diagram sheet (link in resources 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>	<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>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>

<p><b>History / Geography</b></p>	<p>L.O. To research Queen Victoria's reign</p>	<p>Discuss how Victoria became queen – her uncle was William IV who died leaving no heirs so the crown passed to his brother's eldest daughter.</p> <p><i>What do you already know about Queen Victoria?</i> Note down any of the children's suggestions.</p> <p><b>Identify key vocabulary in text and their definitions:</b></p> <p>Recluse Predecessor Succession Regain Reputation</p>	<p>Stick the image of Victoria in books and, in pairs, read through the factfile to research the reign of Queen Victoria. 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 especially for their opinions on the queen's character and impact citing evidence from the text.</p> <p>Throughout the session groups use a laptop to do further research.</p>	<p>Smartfile portraits factfiles Laptop</p>	<p>Reign Monarchy Heir Citing Succession Recluse Predecessors</p>
<p><b>Art / Design Technology</b> (alternate weeks)</p>	<p>LO to use a variety of pencil markings to sketch a facial feature</p>	<p>Revisit different pencil markings:</p> <div data-bbox="510 608 981 927">  <p>The diagrams show various shading methods: hatching (parallel lines), cross-hatching (interlocking lines), stippling (dots), scribbling (random marks), small circles (fine dots), and finger blend (smooth shading).</p> </div> <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 mouths. Model how much time should be spent looking at their own mouth, and how little time should be spent looking at their paper. Through modelling, discuss how you take extra care in exactly the shape and lines of the mouths.</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 Paper</p>	<p>Sketching Grading Hatching Cross-hatching Blending</p>

RE	LO to enquire into a dilemma about choosing the right pathway in a Hindu holy book	Work through Powerpoint up to slide 15 (to be continued next week).  Prince Arjuna’s chariot is driven by Sri Krishna, an incarnation of the god Vishnu, who has taken a mortal form in <i>The Bhagavad Gita</i> . Leading the army is Arjuna’s dharma—his duty and destiny. Krishna is only there to support him. As Arjuna sees that the fighting’s about to start, he asks Krishna to drive his chariot in between the two armies so that he can take a closer look at his enemies. He recognizes many of them as his own family and friends, and is overcome with despair. Krishna replies that, though Arjuna is speaking from the heart, he is also speaking from ignorance. (See <a href="#">Krishna and Arjuna: The Bhagavad Gita Story   Shortform Books</a> for wider background information).	What are the arguments for / against Arjuna fighting?  What advice would you give Arjuna?	Powerpoint  Paper  Pen	MOKSHA  peak  Re-union  Sanskrit  Hinduism
PE	LO to refine team relay running	See Cambridgeshire PE Scheme - Year 5 - Athletics - Lesson 3		Batons Cones	Relay Sprint

PSHE	LO To understand strategies for responding to bullying	<p>Using a continuum line with Agree and Disagree at each end and Not Sure in the middle, ask the children to stand on the line according to how they feel about statements such as the following:</p> <ul style="list-style-type: none"> <li>• The best way to deal with someone who is bullying you is to get someone bigger to bully them.</li> <li>• If you are being bullied you should tell an adult.</li> <li>• There is nothing you can do if you are being bullied, you just have to put up with it.</li> <li>• The only way to stop someone bullying you is to stand up for yourself and fight back.</li> <li>• If you ignore people who bully and show them that they don't upset you, they'll eventually stop.</li> </ul> <p>Once the children have chosen where they want to stand on the line, ask for volunteers to explain their point of view.</p>	<p>Discuss the idea that factors such as self-confidence and self-esteem might help to prevent someone being bullied and support them when they are being bullied. Ask the children to think about something that makes them special or something that they are very good at and share this with the person sitting next to them.</p> <p>Introduce the children to positive visualisation as a way of blocking out people that may be bullying you.</p> <p><b>Over the next two PSHE lessons:</b> Children to make a concertina book with pictures representing positive things in their lives that they can use as a visualisation tool to defend themselves from negative thoughts which may be provoked by bullying.</p>	Continuum line  Paper to make Concertina book	Bullying  Bystander  Perpetrator  Victim  Agree  Disagree  Self-confidence  Self-esteem
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