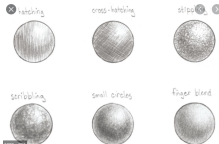


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Science (Thursday)	LO to consider the components needed for a successful circuit design	<p>Download the circuit diagrams from the resources section. https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S3_Resources.pdf</p> <p>Quick starter task: build the circuit shown and say whether it will work or not. Why?</p>	<p>Today you will start to create a design for your art installation. What is yours going to look like? How will you design it to be a spectacle?</p> <p>Use the circuit resources and the circuit diagram pictures to create your design.</p> <p>If you have time, there's an evaluation sheet too to work with another pair and evaluate the design.</p> <p>https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S3_Resources.pdf</p>	<p>https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/UKS2_Sci_Y5_6_A_Sum_1_Electric_Art_S3_Resources.pdf</p> <p>Electricity resources</p>	<p>Circuit Buzzer Component Bulb Cell Wire Diagram Flow Electricity Electrons Switch Motor</p>
History (Tuesday)	LO to research Queen Elizabeth II	<p>Work through SMART file.</p> <p>Ask children what facts they know about Queen Elizabeth II - note these on smart file.</p>	<p>Read through Queen Elizabeth II fact file. Children to make notes of all the facts.</p> <p>In pairs throughout the afternoon, children to research using a computer/tablet.</p>	<p>Fact file</p> <p>SMART</p> <p>Computers</p>	<p>Reign Monarchy Monarch Jubilee</p>
Art (Wednesday)	<p>LO to use a variety of pencil markings to sketch a facial feature</p> <p>Extended session (due to last week's missed session).</p>	<p>Revisit 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 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</p> <p>Paper</p>	<p>Sketching</p> <p>Grading</p> <p>Hatching</p> <p>Cross-hatching</p> <p>Blending</p>

RE (Tuesday)	L.O. To investigate the dilemma of choosing a pathway to MOKSHA	<p>RECAP: Prince Arjuna's dilemma.</p> <p>In pairs ask children to come up with some points for and against Prince Arjuna fighting.</p>	<p>Children to enter into two sides - for / against.</p> <p>Prepare for a DEBATE! Prepare your points, but also think about what the other side might suggest and how you can argue against it.</p> <p>Note: Each child must either come up with a point/explanation AND/OR speak during the debate.</p>	<p>RE books</p> <p>Pens</p> <p>Powerpoint</p>	<p>For</p> <p>Against</p> <p>MOKSHA</p> <p>Pathway</p> <p>Moral</p> <p>Dilemma</p>
PSHE (Friday)	LO to explore identity and how other people's perceptions can influence views of identity	<p>Make an identity map with name in the middle, with headings:</p> <ul style="list-style-type: none"> - life events - future hopes - favourites - interests - important people <p>Now, discuss which of those things are the most important to them. What if they could only save 5 things? Have these discussions in a group of 4.</p> <p>Ask children to identify which parts of their identity may be influenced by others, and which parts won't be.</p>	<p>Chn to highlight:</p> <ul style="list-style-type: none"> - 5 most important parts to them - things that may be influenced with short explanations of how. 	<p>Paper</p> <p>Pen</p> <p>Ruler</p> <p>Highlighter</p>	<p>identity</p> <p>importance</p> <p>influence</p> <p>peers</p>
PE (Friday)	Premier Sports Session				