Year 6 Circuits

<table>
<tr><td colspan="3">Previous Learning: Year 4 Electricity</td></tr>
<tr><td colspan="2">Words I need to know for this topic:</td><td>By the end of this topic I should know how:</td></tr>
<tr><td>Cell</td><td>Pushes electrical current from the positive terminal to the negative terminal.</td><td rowspan="2">To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
To 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
To use recognised symbols when representing a simple circuit in a diagram
To construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors
To learn how to represent a simple circuit in a diagram using recognised symbols</td></tr>
<tr><td>Motor</td><td>Changes electricity into movement.</td></tr>
<tr><td>Resistor</td><td>Limits the electrical current that flows through a circuit.</td><td>By the end of this topic I should be able:</td></tr>
<tr><td>Circuit diagram</td><td>A drawing of an electrical circuit</td><td rowspan="2">To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
To take measurements, use a range of scientific equipment, with increasing accuracy and precision, take repeat readings when appropriate
To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
To use test results to make predictions to set up further comparative and fair tests
To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
To explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically
To draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings
To read, spell and pronounce scientific vocabulary correctly</td></tr>
<tr><td>Series circuit</td><td>A single path where components are connected on after another.</td></tr>
<tr><td>Parallel circuit</td><td>A circuit divided into two or more paths.</td></tr>
<tr><td colspan="2">Our Scientist is:</td><td>Anything else interesting I have learned:</td></tr>
<tr><td colspan="3">Future learning: Key Stage 3 Physics</td></tr>
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