

Y5 Science –Electricity

Knowledge

- I can associate the brightness of a lamp or the volume of a *buzzer* with the number and voltage of cells used in the circuit
- I can 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
- I can use recognised symbols when representing a simple circuit in a diagram.



Cross Curricular links/Past knowledge

Identify common appliances that run on electricity. Construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. (Y4)

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. (Y4)

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4)

Vocab

Circuit, conductor, insulator, symbol, diagram, component, voltage, bulb, motor, buzzer, switch, complete circuit circuit diagram, circuit symbol, components, cell battery positive/ negative, terminal, connection, loose connection, short circuit, wire, crocodile clip, bulb brightness, volume, current, resistance, danger

Working Scientifically

- I can use a wide range of equipment correctly & safely.
- I am beginning to select appropriate ways to present evidence. I can create my own tables & bar charts, including those for repeat readings. I am beginning to create line graphs.
- I can make a series of relevant observations. I am beginning to take accurate readings on measuring equipment.
- I can ask questions & offer my own ideas for scientific enquiry. I am beginning to improve my questions to clarify scientific purpose.
- I am beginning to make further predictions from results. I can then use them to test out the suggested pattern.