



# Will you ever see the water you drink again?



## Pre-Learning Experience and/or Hook:

Pre - Where does water go?  
 Hook – ‘The Power of Water’, children make a bridge/house – can it withstand a torrent of water.



## Visits/Visitors:

Canal Trust

## Local, National and Global links:

Severn Trent Water  
 Canal Trust



## Post Learning Experience:

Post – Where does water go?  
 Sharing our DT projects with EYFS to create ‘Waterworld’

## Reading, Writing and Maths opportunities

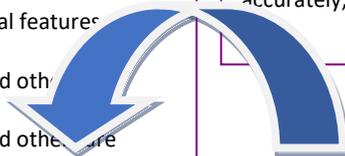
Use key information collected from texts to express understanding of the importance of water through poetry.  
 Structure and form of poetry  
 Explanation texts – recap of Y5  
 Use standard units of capacity, use l & ml, make sensible estimates in everyday situations.  
 Use suitable measuring instruments, read scales accurately, record measurements.

## Suitcase for life including key words (Vocab Blast sessions)

River, city, course, atlas, maps, globes, pre-industrialization, water cycle, global well, water conservation, condensation, evaporation, filtration, hydroelectric, renewable energy.

## Geography

Can they choose the best way to collect information needed and decide the most appropriate units of measure?  
 Can they make careful measurements and use the data?  
 Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?  
 Can they give extended descriptions of the physical features different places around the world?  
 Can they describe how some places are similar and other different in relation to their human features?  
 Can they describe how some places are similar and other different in relation to their physical features?  
 Can they give an extended description of the human features of different places around the world?  
 Can they name the largest desert in the world?  
 Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?  
 Can they explain how human activity has caused an environment to change?  
 Can they define geographical questions to guide their research?  
 Can they use a range of self selected resources to answer questions?  
 Can they explain how human activity has caused an environment to change?



## DT

Can they justify why the chosen material was the best for the task?  
 Can they justify design in relation to the audience?  
 Can they justify why they selected specific materials?  
 How have they ensured that their work is precise and accurate?  
 How well do they test and evaluate their final product?  
 Is it fit for purpose?  
 What would improve it?  
 Would different resources have improved their product?  
 Would they need more or different information to make it even better?  
 Does their product meet all design criteria?  
 Did they consider the use of the product when selecting materials?



# Watts the matter?



## Pre-Learning Experience and/or Hook:

Odd one out – uses electricity  
Hook – building a fairground ride



## Visits/Visitors:

TLES

## Local, National and Global links:

TLES



## Post Learning Experience:

Can you design/debug a circuit – explaining the problem?

## Suitcase for life including key words (Vocab Blast sessions)

Electric, watts, power, volts, batteries, circuits, fuses, voltage, short circuits, cells, wires, switches, insulator, conductor, components

## Reading, Writing and Maths opportunities

Explanation texts/persuasive texts – recap of Y5  
Use suitable measuring instruments, read scales accurately, record measurements.



## Science

Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)  
Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?  
Can they use recognised symbols when representing a simple circuit in a diagram?  
Can they make their own traffic light system or something similar?  
Can they explain the danger of short circuits?  
Can they explain what a fuse is?  
Can they explain how to make changes in a circuit?  
Can they explain the impact of changes in a circuit?  
Can they explain the effect of changing the voltage of a battery?

## DT

Can they use different kinds of circuit in their product?  
Can they think of ways in which adding a circuit would improve their product?  
Can they use a range of information to inform their design?  
Can they use market research to inform plans?  
Can they work within constraints?  
Can they follow and refine their plan if necessary?  
Can they justify their plan to someone else?  
Do they consider culture and society in their designs?  
How well do they test and evaluate their final product?  
Is it fit for purpose? What would improve it?  
Would different resources have improved their product?  
Would they need more or different information to make it even better?  
Does their product meet all design criteria?  
Did they consider the use of the product when selecting materials?