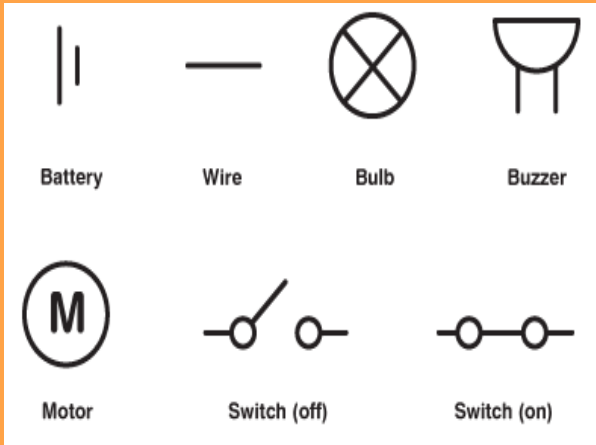




CORE LEARNING OF THIS UNIT:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- 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.
- Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.
- Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.

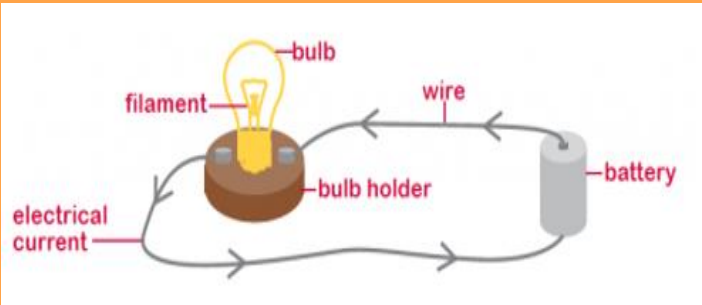


WORKING SCIENTIFICALLY

- By systematically identifying **[testing]** the effect of changing one **[thing]** component at a time in a circuit.
- By designing and making **[Create / Invent / Design]** a set of traffic lights, a burglar alarm or some other useful circuit.

PRIOR LEARNING:

Year 4
Sparks might fly
Electricity



KEY VOCABULARY	
Cell	A device containing electrodes that is used for generating current.
Bulb	A glass bulb which provides light by passing an electrical current through a filament.
Buzzer	An electrical device that makes a buzzing noise and is used for signalling
Motor	A machine powered by electricity that supplies motive power for a vehicle or other moveable device.
Switch	A device for making and breaking the connection in an electric circuit
Component	A part or element of an electrical circuit.
Voltage	The push provided by a battery to cause an electric current to flow in a circuit.
Current	An electric current is a flow of <i>electric charge</i> .
Wire	metal drawn out into the form of a thin flexible thread or rod
Appliance	A device or piece of equipment designed to perform a specific task
Battery	A container consisting of one or more cells, in which chemical energy is converted into electricity and used as a source of power.
Circuit	A complete and closed path around which a circulating electric current can flow.