

# Enterprise

## Key questions for this area of learning:

- What is a business?
- How does a business make money?
- What is a profit?
- What does it mean to break-even?

## RSHE:

### Drugs, Alcohol and Resistance Training (Year 6)

- Know some of the commonly available drugs and substances and their effects.
- Understand that there are some drugs that are restricted/illegal to own, use and give to others.
- Understand the effects that caffeine and energy drinks may have on my body.
- Understand why some adults may drink alcohol.
- Discuss if drinking alcohol is sociably acceptable.
- Know the effects alcohol can have on our bodies.
- Know that drinking alcohol can affect people's behaviour.
- Know that smoking can damage your immediate and future health.
- Know what the effects of vaping can have on a growing body.
- Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people who are known and the media.
- Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes you uncomfortable, anxious or that is believed to be wrong.
- Know who is responsible for helping us to stay healthy and ways that we can help others.

### Young Citizens 'Make a Difference' Project (Year 5)

- Understand their role as active citizens in a democracy.
- Learn how people can influence change locally and nationally.
- Explore rights, responsibilities and fairness.
- Experience a form of participation or social action.

## Science:

### Electricity

- Identify common appliances that run on electricity
- Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- 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
- 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 when representing a simple circuit in a diagram

## English:

### **Narrative: write a 'tale of fear':**

*Text used: Red (inspired by Little Red Riding Hood).*

*Video used: Chaperon Rouge (Literacy Shed)*

### **Narrative Poetry**

*Video used: Tale of Three Brothers*

### **Rainbow Grammar and SPaG:**

*Clauses, sentences, adverbs, active and passive, apostrophes, determiners, prepositions, conjunctions, spelling rules*

### **Visits, visitors or key events:**

- SATs Week 11<sup>th</sup> – 14<sup>th</sup> May



## Design and Technology:

### Electrical Systems

- Explain how electrical circuits work.
- Explore products with buzzer mechanisms.
- Generate ideas via research and annotated sketches.
- Produce details lists of tools, equipment and materials.
- Make an accurate frame to hold the electrical system and use strengthening techniques.
- Anticipate problems in the circuit and test with intended users.

### Frame Structures

- Investigate existing frame structures and understand what makes them strong/stiff.
- Generate, develop, model and annotate ideas, using prototypes and measured sketches.
- Accurately measure, mark out, cut and join materials to make frameworks.
- Use finishing and decorative techniques appropriately.
- Critically evaluate against specification and user needs.

## Computing:

### Selection in physical computing

- To understand that computers use inputs, processing and outputs, and identify examples of each.
- To recognise and explain the use of infinite loops in simple physical system simulations.
- To identify and use count-controlled loops in Scratch.
- To explain how different loops control physical system behaviour in simulations.
- To understand and use repeat-until loops and conditions in algorithms and Scratch programs.
- To apply sensing and conditional logic to control a simulated physical system.
- To understand and use selection (if...then....) to make programs respond differently to conditions.

## RSHE:

### Enterprise

- To know about enterprise and the skills that make someone 'enterprising'.
- To engage in an enterprise project.
- To be personally motivated, focused and optimistic.

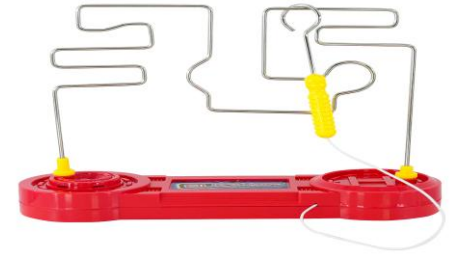


### Key Vocabulary:

business  
profit  
break-even  
loss  
enterprise  
voltage  
circuit  
components  
cell  
switch

### PE:

Cricket  
Athletics



## Religious Education:

### Creation Stories

- To learn and retell the Judeo-Christian story of creation.
- To compare the creation stories of the Abrahamic religions.
- To learn and retell the Hindu creation story.
- To explore Sikh beliefs about creation.
- To classify different creation stories.
- To carry out a broader comparison of various creation stories.

## Music:

### Growth

- To perform and listen to music, including the works of great composers.
- To develop an understanding of musical composition, organising and manipulating ideas with musical structures and reproducing sounds from aural memory.
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.