



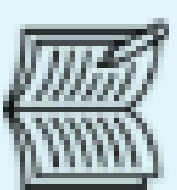
KNOWLEDGE ORGANISERS YEAR 6

Badgers - Summer 1 - Curriculum Plan

English

In English, we will be studying the Lizzie and Belle Mysteries where we will be writing a Biography of Ignatius Sanchez.

We will also be studying Rumoursa (a fairytale) and will be writing their own prequels.



RE

Our RE Topic is titled 'Creation and science: conflicting or complementary?'. It engages pupils in a thoughtful exploration of the relationship between religious belief and scientific understanding.

Science

We are focusing on Evolution and Inheritance. The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin.



Designers

As designers we will be creating electronic doodlers and learning about circuits. Our electronic doodlers will help us draw pictures.



Musicians

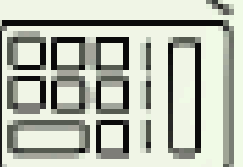
We will be moving on to looking at rhythm and looking for patterns in music. The children will be composers of their own pieces.



Maths

In Badgers, we will be focusing on using our knowledge in different areas of the curriculum such as area and perimeter or measures.

We will continue to practice our arithmetic through morning starters.



Geography

In Geography we will be learning about 'Where does our energy come from?'. Children will learn about renewable and non-renewable energy sources. We will end with a fieldwork enquiry on the best places to put solar panels on the school grounds.



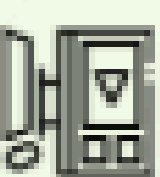
PSHE

The children will learn about economic wellbeing. They will develop an understanding of income and expenditure as well as borrowing. We will be looking at different careers and considering different routes.



Computing

We will be delving into the world of AI. We will be exploring AI and how it generates text, images and codes, as well as learning about creating and refining prompts to improve AI.

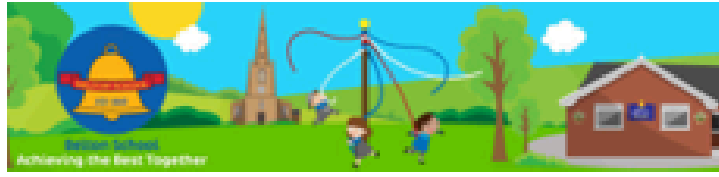


French

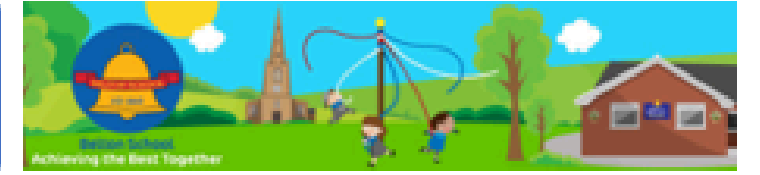
The Badgers will be learning about clothes. They will be using previous learning on colours to develop into simple conversations.


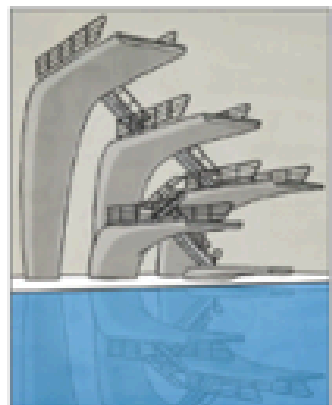


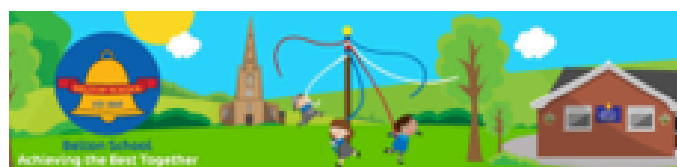
English



Year 6 Biography




What should I already know?	Diagrams/WAGOLL	Vocabulary																										
<ul style="list-style-type: none"> Use an introduction that summarises the main events of the person's life Information about the key events in the person's life in chronological paragraphs To include specific facts about achievements, influences etc Know that biographies are past tense That biographies are written in third person A conclusion about how they are/will be remembered 	<p style="text-align: center;">Tom Daley</p> <p>Wow! Who is that figure twirling through the air high above the swimming pool, and what is he all about? Read on and find out...</p> <p>Introduction British diver Tom Daley has represented his country in many competitions worldwide, including three Olympic Games. He specialises in platform dives - both as a solo athlete and in synchronised events.</p> <p>Family and Early Life Thomas Robert Daley was born in Plymouth on 21st May 1994. His father, Rob, trained as an electrician while his mother (Debbie) was a housewife. Tom is their eldest child: his two brothers, William and Ben, are three and five years younger than him. Tom attended local schools and, despite his education being interrupted by competitions, he still achieved great exam results at his secondary school.</p> <p>Sporting Beginnings Having learned to swim at the age of four, Tom then began diving lessons at his local pool aged seven. Although, he was also keen on other sports including judo. He was soon spotted by diving coach Andy Banks, who became his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training regime - including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult as a young child, and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road; had he not been there, Tom might not have become so successful.</p> <p>First Signs of a Star Only one month after his tenth birthday, Tom became the youngest-ever winner of the under-18 platform competition in the National Junior Championships. Unfortunately, despite the fact he had met the tough qualification standard for the 2006 Commonwealth Games, Tom couldn't be selected for the England team at that time since he wasn't old enough. However, later in 2005 at the British Championships, he did become the under-18 champion in 10m platform and 3m springboard.</p>  <p>Family Tragedy Sadly, Tom's biggest supporter - his father - was diagnosed with a brain tumour when Tom was only 12. He died in 2011. Tom was devastated by the loss and has credited his dad with making him the person he is today.</p>  <p>Poster Boy In the lead-up to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country. He won a bronze medal in the individual 10m dive (which he dedicated to his late father) but unfortunately finished 4th in the synchronised event.</p> <p>After the success of the 2012 Games, Tom returned to training and school, studying hard for his exams. He became a celebrity supporter of ChildLine, a children's helpline run by the NSPCC, and revealed that he had been bullied earlier in his schooldays. Because of this, Tom's parents moved him to a new school; he was much happier there.</p> <p>Competition success continued meanwhile, and in 2016, Tom was selected for the Rio Olympics. He was hugely disappointed not to win a medal in the individual event but that was partly forgotten when he and partner Daniel Goodfellow won bronze in the synchronised 10m dive.</p> <p>Dedicated Sportsman Even at that point, aged only 22, Tom was already regarded as a 'veteran' athlete, and is seen as an inspiration for young sports fans across the United Kingdom. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything. It has to be the biggest thing in your life - otherwise why would you do it?"</p>	<table border="1"> <tr><td>Title</td><td>The name of the piece of work.</td></tr> <tr><td>Heading</td><td>Another name for title.</td></tr> <tr><td>Sub-heading</td><td>Smaller titles in the piece of writing which gives the reader information about that piece of text.</td></tr> <tr><td>introduction</td><td>Gives the reader a small piece of information about the text.</td></tr> <tr><td>chronological</td><td>In time order</td></tr> <tr><td>achievements</td><td>Things that someone has accomplished</td></tr> <tr><td>biography</td><td>Written account of someone's life</td></tr> <tr><td>summary</td><td>A brief statement about the main points</td></tr> <tr><td>Paragraph</td><td>A distinct section of writing, dealing with one theme/subject</td></tr> <tr><td>facts</td><td>True events</td></tr> <tr><td>Past tense</td><td>Happened in the past often verbs end in 'ed'</td></tr> <tr><td>Third person</td><td>He, she, they</td></tr> <tr><td>Conclusion</td><td>The end of a text</td></tr> </table> <p>Biography writing Skills</p> <ul style="list-style-type: none"> Research/gather facts about the topic Write in full sentences Improve punctuation Produce well written biographies 	Title	The name of the piece of work.	Heading	Another name for title.	Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.	introduction	Gives the reader a small piece of information about the text.	chronological	In time order	achievements	Things that someone has accomplished	biography	Written account of someone's life	summary	A brief statement about the main points	Paragraph	A distinct section of writing, dealing with one theme/subject	facts	True events	Past tense	Happened in the past often verbs end in 'ed'	Third person	He, she, they	Conclusion	The end of a text
Title	The name of the piece of work.																											
Heading	Another name for title.																											
Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.																											
introduction	Gives the reader a small piece of information about the text.																											
chronological	In time order																											
achievements	Things that someone has accomplished																											
biography	Written account of someone's life																											
summary	A brief statement about the main points																											
Paragraph	A distinct section of writing, dealing with one theme/subject																											
facts	True events																											
Past tense	Happened in the past often verbs end in 'ed'																											
Third person	He, she, they																											
Conclusion	The end of a text																											
<p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> An introduction that summarises the main events of the person's life. Information about the key events in the person's life in chronological order Specific facts about achievements, influences and significant people Use past tense Use third person Include their feelings about different points and events in their life Include quotes from the person themselves or other key people in their life Include a conclusion about how they are/will be remembered Write a range of well-structured biographies To be able to include all appropriate requirements from the year 6 banding sheet for writing 																												


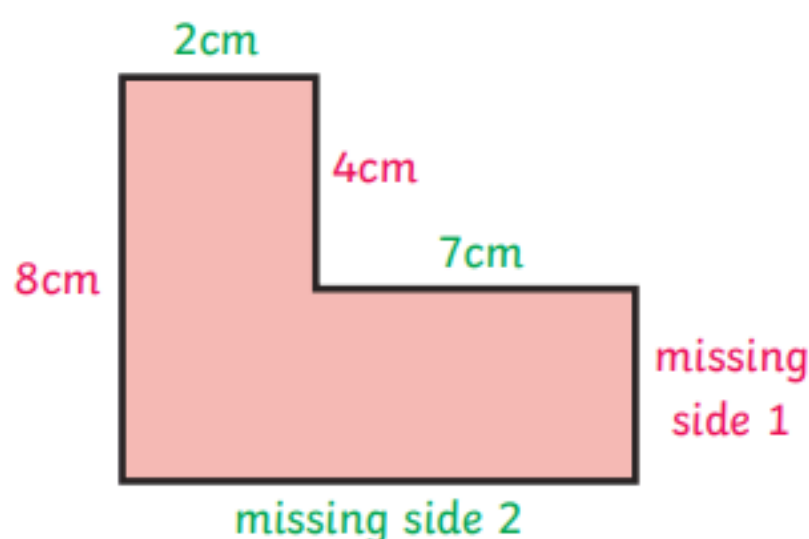
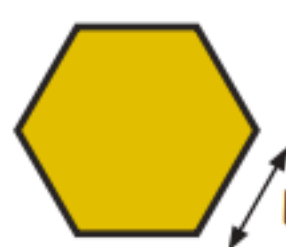




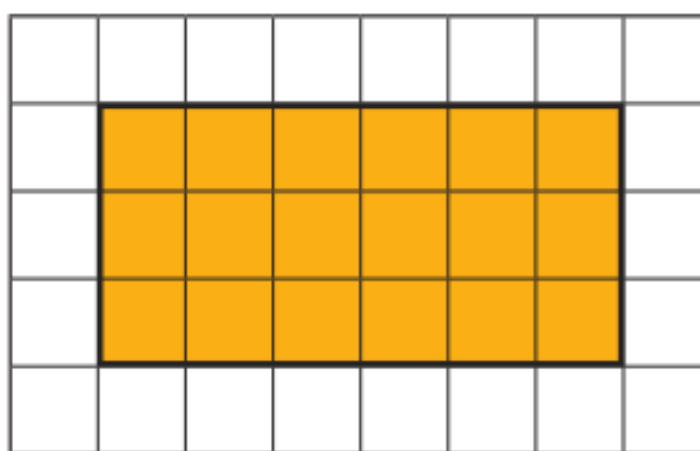
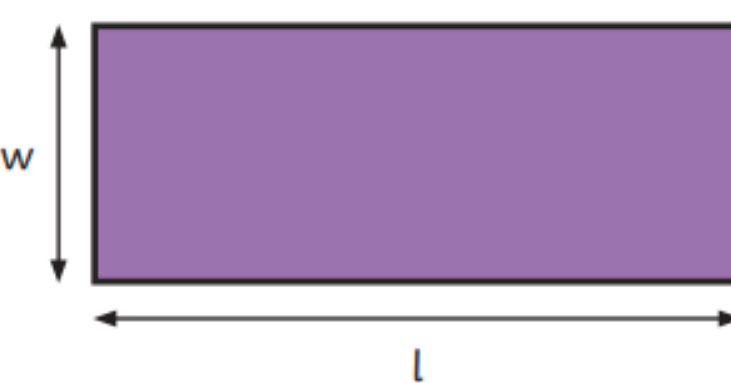
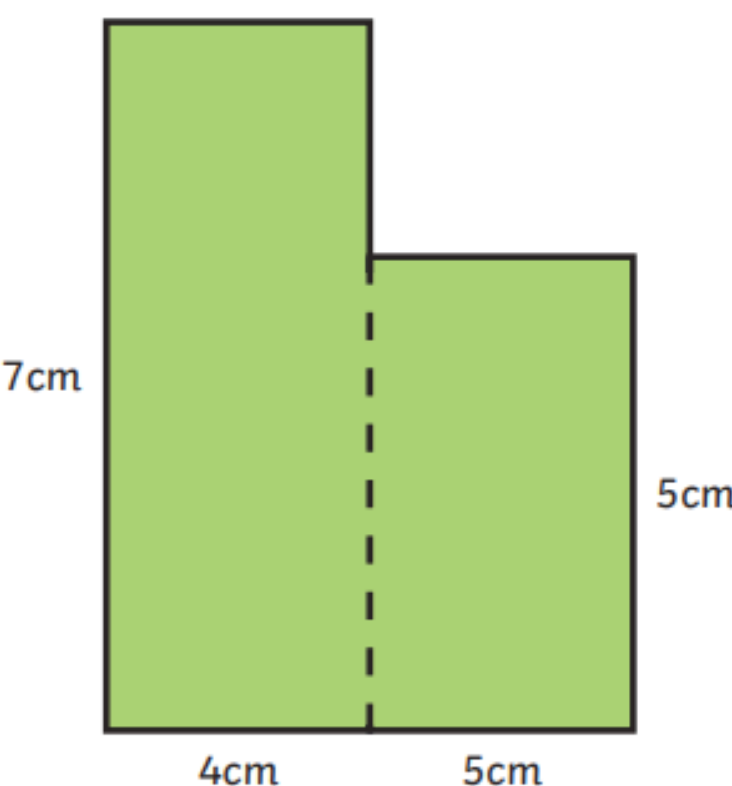
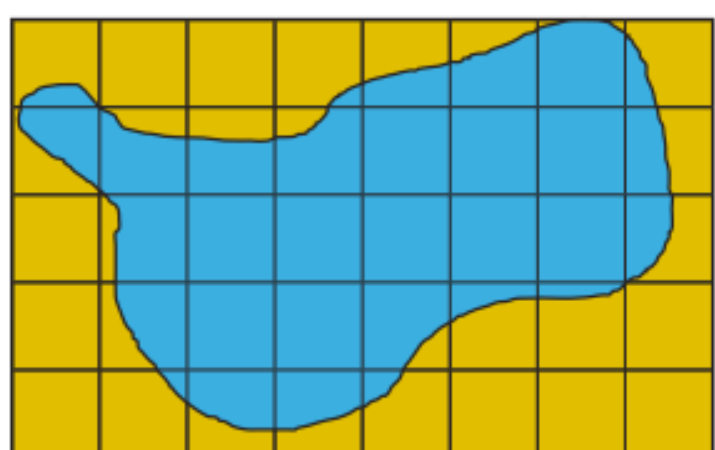

Year 6 Narrative


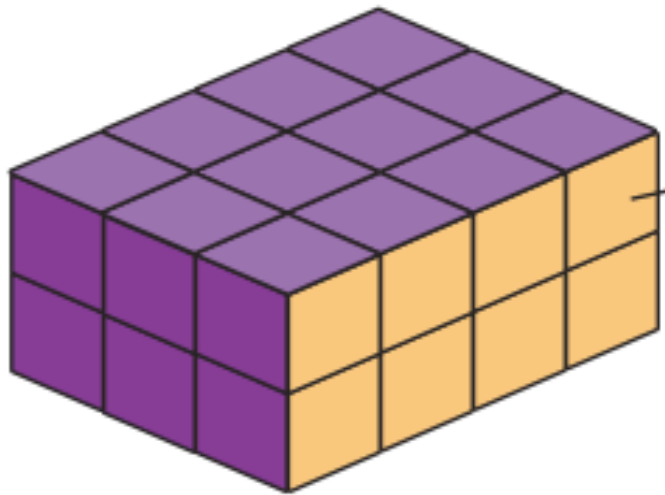

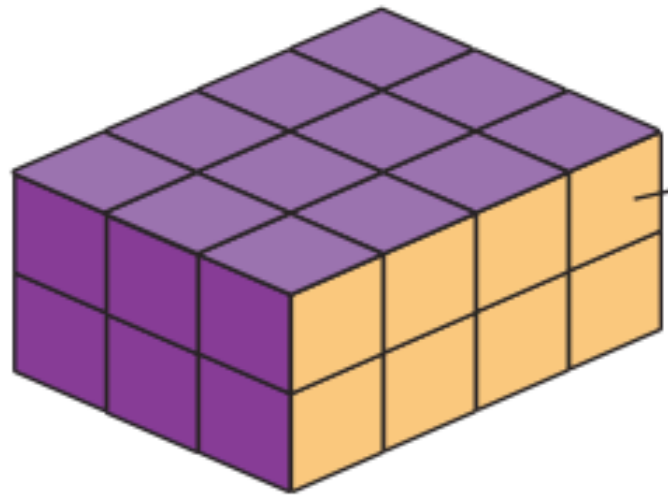



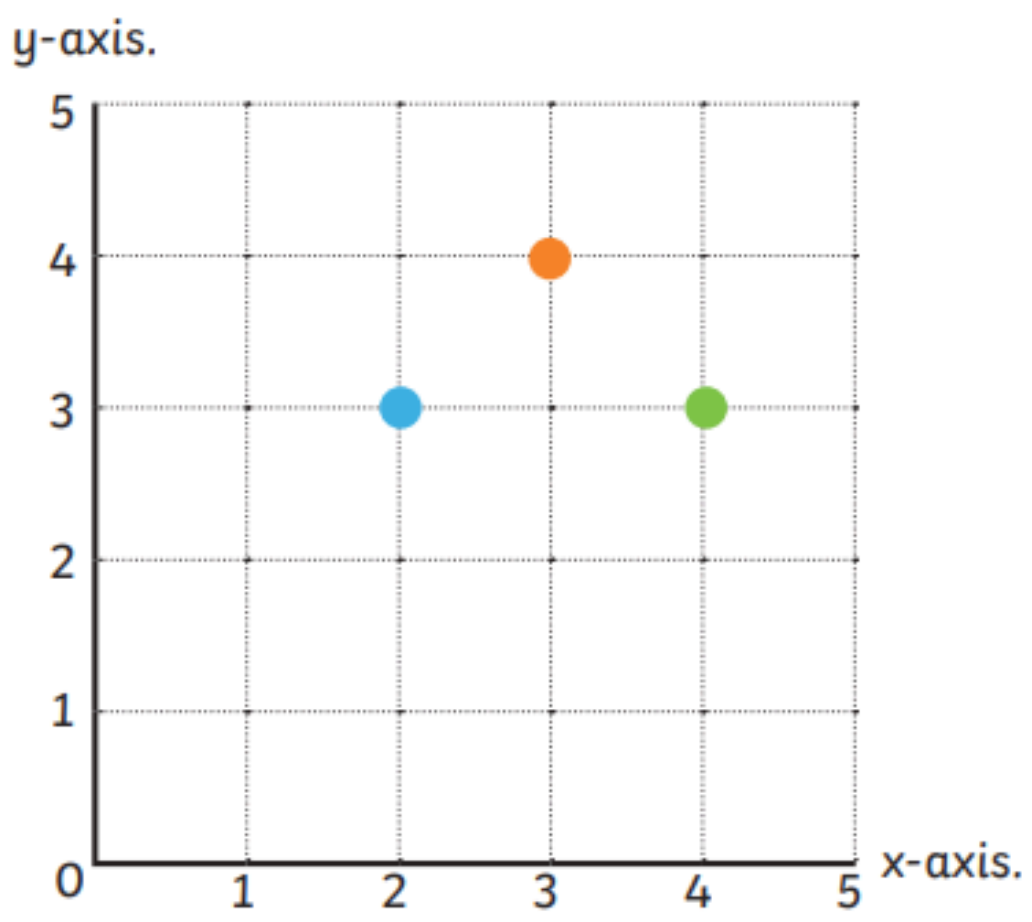
What should I already know?	Diagrams/WAGOLL	Vocabulary																						
<ul style="list-style-type: none"> Include an interesting Include a beginning which sets the scene and introduces the characters Include a build-up - make tension and suspense Include a dilemma Include a resolution Include an ending Introduce speech between characters Vary length of sentences for effect To be able to include all the appropriate requirements from the year 5 banding sheet for writing <p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> To include an interesting title To include a beginning which sets the scene and introduces characters To include a build up by creating an atmosphere and tension To include a dilemma To include a resolution To include an ending Use dialogue to move on the action Use a range of clauses Be able to adapt your writing to suit the genre of the story e.g. horror, suspense and tension building. To be able to include all appropriate requirements from the year 6 banding sheet for writing 	<p style="text-align: center;">Dominika's Daring Discovery</p> <p>As she slammed the door deliberately behind her, Dominika stomped along her garden path and gave the front gate an equally hard swing.</p> <p>"Why can't you stop treating me like a child?" she bellowed in the direction of the house through gritted teeth but out of anyone's earshot. Even though she was 12 years old and almost five years older than her little brother, it was like her parents thought they were both still infants.</p> <p>Defiantly, she trudged down the road and round the corner towards the old garages while kicking stones as she went and batting away low branches as she neared the gravelled entrance. She hesitated: she knew she shouldn't be there amongst the Behind a stack of wooden crates, which had open slats to see right through, she felt she was still easily visible. After waiting a moment until the man turned his back, Dominika climbed inside another hollow crate into a bed of straw and pulled the lid shut over the top of her. Bad move! Another crate was lifted believing the myths and tall tales, and something burned inside her to show that she could prove it.</p> <p>"Gimme five minutes and meet me where we agreed," came a voice from inside one of the low-roofed, crumbling buildings. Dominika was startled - hardly anyone used these garages anymore - and she darted quickly out of sight, just in time as a shifty-looking man emerged from underneath an open overhead door.</p> <p>Behind a stack of wooden crates, which had open slats to see right through, she felt she was still easily visible. After waiting a moment until the man turned his back, Dominika climbed inside another hollow crate into a bed of straw and pulled the lid shut over the top of her. Bad move! Another crate was lifted</p> <p>by the mysterious man onto the top of the one in which she was hiding, then the flat, metal, double-pronged base of a furniture-moving trolley was shunted underneath her crate and she was tilted backwards before being rolled along the bumpy surface.</p> <p>Feeling that the route was leading downhill, which probably meant into Devil's Woods, she pushed up against the wooden lid but found that it was weighed down with the extra crate above it. She daredn't make a noise for fear of being discovered by the stranger who was now wheeling her towards some awful fate. Inside her tiny prison, still leaning backwards at an odd angle, the cramped space was being dimly lit by narrow shafts of light that bounced around as the trolley wheels bumped over rocks and twigs. She wondered whether she would be better to scream or stay silent.</p>  <p>In the corner of the crate, Dominika realised that she was not only the cargo. Next to her shoulder lay two extremely large, dark brown, speckled eggs. She pulled one towards her. It felt warm. Before she could examine it any further in the darkness, the motion of the trolley came to a halt and she was tipped back into an upright position. She heard what she thought was the top crate being lifted off the top of hers and onto the ground, in desperate fear that she was about to be exposed. Then, an aggressive voice spoke again.</p> <p>Another man had arrived. Dominika peered cautiously out from under the lid and could see the two men exchanging money, which was followed by raised voices - it became apparent that they were arguing.</p> <p>"You can't get away with this," came one shout from the new man as he threw his arms in the air. "These things are rare, precious, priceless even!"</p> <p style="text-align: center;">....</p>	<table border="1"> <tr><td>Title</td><td>The name of the piece of work.</td></tr> <tr><td>Narrative</td><td>story</td></tr> <tr><td>Sub-heading</td><td>Smaller titles in the piece of writing which gives the reader information about that piece of text.</td></tr> <tr><td>Fiction</td><td>Not real, imaginary</td></tr> <tr><td>Atmosphere</td><td>Tone or mood</td></tr> <tr><td>Dilemma</td><td>Problem</td></tr> <tr><td>Resolution</td><td>Solving a problem</td></tr> <tr><td>summary</td><td>A brief statement about the main points</td></tr> <tr><td>Dialogue</td><td>Speech using inverted commas</td></tr> <tr><td>Clauses</td><td>Main clause - makes sense in its own Subordinate clause - doesn't make sense on its own</td></tr> <tr><td>Genre</td><td>Style or category e.g. Adventure Sci-fi Horror Romance etc.</td></tr> </table> <p>Narrative writing Skills</p> <ul style="list-style-type: none"> Plan well structured stories Write in full sentences Improve punctuation Produce well written stories 	Title	The name of the piece of work.	Narrative	story	Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.	Fiction	Not real, imaginary	Atmosphere	Tone or mood	Dilemma	Problem	Resolution	Solving a problem	summary	A brief statement about the main points	Dialogue	Speech using inverted commas	Clauses	Main clause - makes sense in its own Subordinate clause - doesn't make sense on its own	Genre	Style or category e.g. Adventure Sci-fi Horror Romance etc.
Title	The name of the piece of work.																							
Narrative	story																							
Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.																							
Fiction	Not real, imaginary																							
Atmosphere	Tone or mood																							
Dilemma	Problem																							
Resolution	Solving a problem																							
summary	A brief statement about the main points																							
Dialogue	Speech using inverted commas																							
Clauses	Main clause - makes sense in its own Subordinate clause - doesn't make sense on its own																							
Genre	Style or category e.g. Adventure Sci-fi Horror Romance etc.																							

Maths

Perimeter and Area		Knowledge Organiser
Key Vocabulary	Measure Perimeter	Calculate Perimeter
metre	Measure the perimeter of a rectangle: 	Calculate the missing sides of this rectilinear shape to find the perimeter: 
kilometre		
perimeter	Measure the length (l) and width (w). $\text{Perimeter} = l + w + l + w$ or $(l + w) \times 2$	* This shape is not drawn to the dimensions specified. Missing side 1 + 4cm = 8cm, so missing side 1 = 4cm. Missing side 2 = 2cm + 7cm = 9cm
length	Measure the perimeter of regular shapes:  Measure the length (l) and count the number of sides (s) on the shape. $\text{Perimeter} = l \times s$	
width	Measure the perimeter of irregular shapes: 	Perimeter = sum of all sides = $2\text{cm} + 4\text{cm} + 7\text{cm} + 4\text{cm} + 9\text{cm} + 8\text{cm} = 34\text{cm}$
rectangle	Measure the length of each side and add them together.	
rectilinear		
dimensions		
		

Length and Perimeter		Knowledge Organiser
Area of Rectangles	Area of Compound Shapes	Area of Irregular Shapes
The area of a rectangle on a grid:  <p>Multiply the length \times width $= 6 \times 3 = 18$ squares.</p> <p>The area of a rectangle = length (l) \times width (w).</p> 	To find the area of a compound shape, divide the shape into rectangles with known dimensions:  <p>Area = $7\text{cm} \times 4\text{cm} + 5\text{cm} \times 5\text{cm}$ $= 28\text{cm}^2 + 25\text{cm}^2$ $= 53\text{cm}^2$</p>	To find the area of an irregular shape, find the number of whole squares and part squares.  <p>Whole squares = 10 Part squares = 22</p> <p>Estimate of area = whole squares + half part squares $= 10\text{cm}^2 + 11\text{cm}^2 = 21\text{cm}^2$</p> <p>*There are other ways to estimate the area of irregular shapes.</p>
		

Key Vocabulary	Volume of Cubes and Cuboids	
cubed	<p>Volume is measured in cubed units. For example, cm^3, m^3 and km^3.</p> <p>To calculate the volume of cubes and cuboids:</p> <ol style="list-style-type: none"> 1. Calculate the area of the cross-section (one face). 2. Multiply the area of the cross-section (one face) by its depth. 	
area		
cross-section		
prism		
cube	 <p>Area of cross section (face) = $2\text{cm} \times 2\text{cm} = 4\text{cm}^2$ $4\text{cm}^2 \times 2\text{cm} = \text{Volume of } 8\text{cm}^3$</p>	
cuboid		
face		
length		
height	 <p>Area of cross section (face) = $4\text{cm} \times 2\text{cm} = 8\text{cm}^2$ $8\text{cm}^2 \times 3\text{cm} = \text{Volume of } 24\text{cm}^3$</p>	
width		
depth		
twinkl visit twinkl.com		

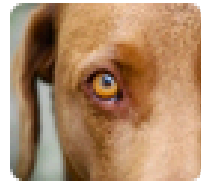
Key Vocabulary	Position and Direction	
coordinate		<p>Coordinates are a useful way to locate a position on a map or grid.</p> <p>The numbers across the horizontal line of the grid are on the x-axis.</p> <p>The numbers on the vertical line of the grid are on the y-axis.</p> <p>We always read or write the number on the x-axis before the y-axis.</p> <p>The x and y position are written in brackets with a comma.</p> <p>The coordinate of the orange spot is (3, 4).</p>
quadrant		
x-axis		
y-axis		
reflection		
mirror line		
translation		
horizontal	<p>To help you remember which point to read or write first, simply remember to move 'along the corridor and up the stairs'.</p> <p>In other words, move on the x-axis and then move on the y-axis.</p>	
vertical		
twinkl visit twinkl.com		



Science



Lesson Sequence

 1. Understand how offspring vary and are not identical to their parents

 2. Learn about animal adaptations

 3. Learn about plant adaptations

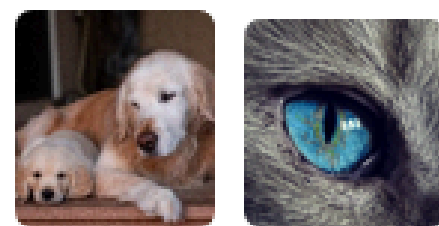
 4. Explore what we can learn from fossils

 5. Explore the theory of evolution by natural selection

 6. Explore human evolution

Characteristics and variation

A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited. They can include hair colour, eye colour and height. Environmental factors can also affect a person's characteristics



Adaptations

Plants and animals have numerous adaptations which help them to survive in their habitats.

- Camels have humps to store food, two rows of eyelashes and small slits for nostrils
- Epiphytes are plants which can grow on the surface of another plant
- Some plants contain toxic minerals to protect themselves from predators
- Other plants can store water, trap insects and smother other plants

Charles Darwin, the Galapagos Islands and human evolution

Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. Those who cannot adapt to their environment become extinct. He called this process natural selection. Humans have also gone through stages of evolution, evolving from primates to Homo sapiens.



Fossils

Mary Anning was a palaeontologist who found and collected many fossils along the Jurassic Coast in Dorset. She was the first person to uncover a full ichthyosaurus skeleton. Scientists use fossils to study how a creature has evolved over time by comparing bone structures.



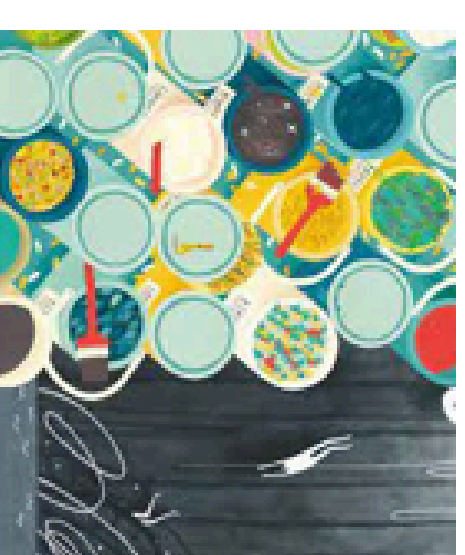
Rocket Words

variation	the differences in characteristics or traits between living things of the same species
inherited	when characteristics or traits are passed on from parents to offspring
adaptation	changes or special features of a living thing to help it live in a habitat
ancestor	someone or something a living thing is related to from a long time ago
natural selection	survival and reproduction of the fittest
evolved	how living things gradually changed over time
extinct	a species that is no longer living, having completely vanished from the Earth
Homo sapiens	the scientific name for the human species

Being a Christian: UKS2 Knowledge Mat (U2.2 Y6)

Subject Specific Vocabulary

God	Who Christians believe is the creator and ruler of the universe and source of all moral authority; the supreme being.
Creation	The action or process of bringing something into existence.
Universe	All existing matter and space.
Evolution	The process by which living things have developed from earlier forms during their time on earth.
Interpret	To explain/understand the meaning of something.
Conflict	To be in disagreement with something.
Complementary	An idea or thinking that enhances another.
Scientists	A person who is studying or has expert knowledge of one or more of the natural or physical sciences.
Literally	The words mean exactly what they say.



Sticky Knowledge - Creation and Science: conflicting or complementary? (links to 1.2 and L2.1)

- Jews and Christians believe that God created the world.
- Genesis 1:1-2:3 is an ancient text that was written over 2,500 years ago.
- Some Christians believe that the story of creation is a literal account whilst others believe that it is more of a description of what God and creation are like.
- Some Christians believe that creation and science can be complementary.

RE

Geography



Where does our energy come from?

Vocabulary	Definition
renewable energy	Energy that does not reduce in quantity when it is used.
non-renewable energy	Energy that cannot be replenished and will eventually run out.
fossil fuel	A material formed from the remains of plants and animals over millions of years.



Where does our energy come from?



Renewable	<p>hydropower</p> <p>Energy generated by the movement of water.</p>	<p>wind power</p> <p>Energy generated by wind powering large turbines.</p>	<p>geothermal energy</p> <p>Energy generated by the heat from the Earth's core.</p>	<p>solar power</p> <p>Energy generated by the sun and solar panels.</p>	<p>biofuel</p> <p>Energy generated from plant or animal waste.</p>
	<p>coal</p> <p>A black rock found deep underground which is used as fuel.</p>	<p>crude oil</p> <p>A naturally occurring liquid made millions of years ago, found underground.</p>	<p>nuclear power</p> <p>Energy generated from radioactive materials that create heat.</p>	<p>natural gas</p> <p>A highly-flammable mixture of gases found deep underground.</p>	

French

Les vêtements

phonics

é sound in: • écharpe 

e sound in: • chemise 

eau sound in: • manteau 

&

silent letters There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'gants'. 

vocabulary

15 items of clothing & their indefinite articles/determiners.



grammar

To understand better the role of gender in the choice of articles/determiners.

un Singular determiner 'a/an' for masculine nouns

une Singular determiner 'a/an' for feminine nouns

des Plural determiner 'some' for masculine and feminine nouns

Une jupe verte. Spelling of the colour (adjective) changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

Je porte I wear

What I will learn:

- Objective 1: I will learn to recognise and recall 10 nouns for items of clothing in French with their articles/determiners.
- Objective 2: I will learn to recognise and recall 5 more nouns for items of clothing in French with their articles/determiners.
- Objective 3: I will learn to describe what I am wearing in French using 10 different colours and the verb 'je porte...' (I wear) with the conjunction 'et' (and).
- Objective 4: I will understand more about the changes involved in adjectival agreement in French when describing items of clothing by colour.
- Objective 5: I will use all my new knowledge to describe what I wear at school, at home, in summer and in winter in French.

Les vêtements



un T-shirt



un pull



un manteau



un pantalon



un short



une chemise



une robe



une jupe



une casquette



une écharpe



des gants



des chaussettes



des chaussures



des baskets



des lunettes de soleil



bleu



noir



vert



gris



violet



blanc



rouge



jaune



orange



marron

Computing

Computing - Exploring AI



AI	Artificial intelligence is the technology that enables machines to think and learn like humans.
AI-generated text	Written content produced by artificial intelligence.
AI-generated image	Images produced by artificial intelligence.
applications	The ways in which technology or software is used to perform tasks.
authenticity	Being genuine or real.
ethical	Related to what is right and wrong.
implications	The possible effects or results of an action.
modify	To change or alter something.
prompt	An instruction that gives an action or response.
refine	To improve or make something more precise.
trained	Conditioned or taught to perform a task or behave in a certain way through practice or instruction.

Examples of AI in everyday life



Virtual assistants

AI sets reminders, answers questions and plays music using voice commands.



Recommendation systems

AI suggests movies and videos based on what a user likes.



Smartphone features

AI corrects spelling and understands voice commands.

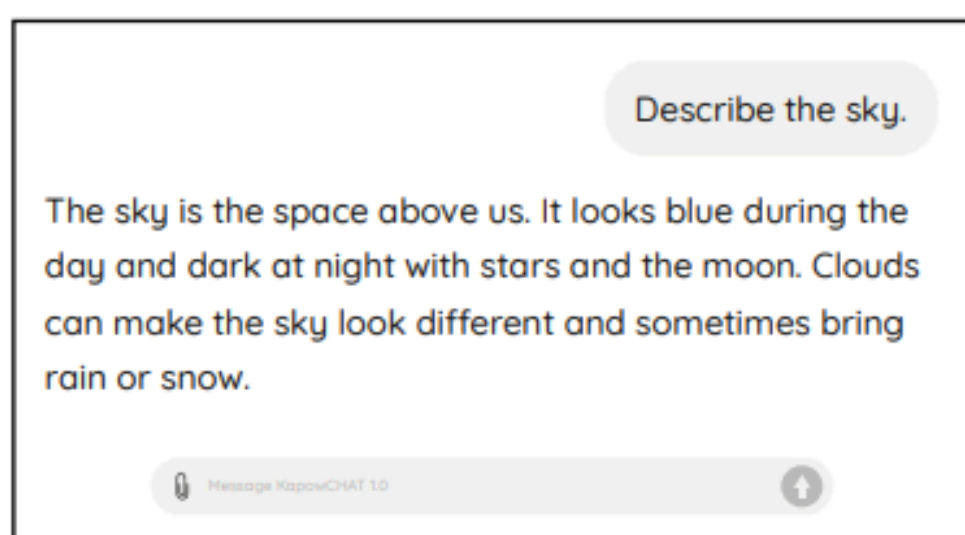


Self-checkout machines at supermarkets

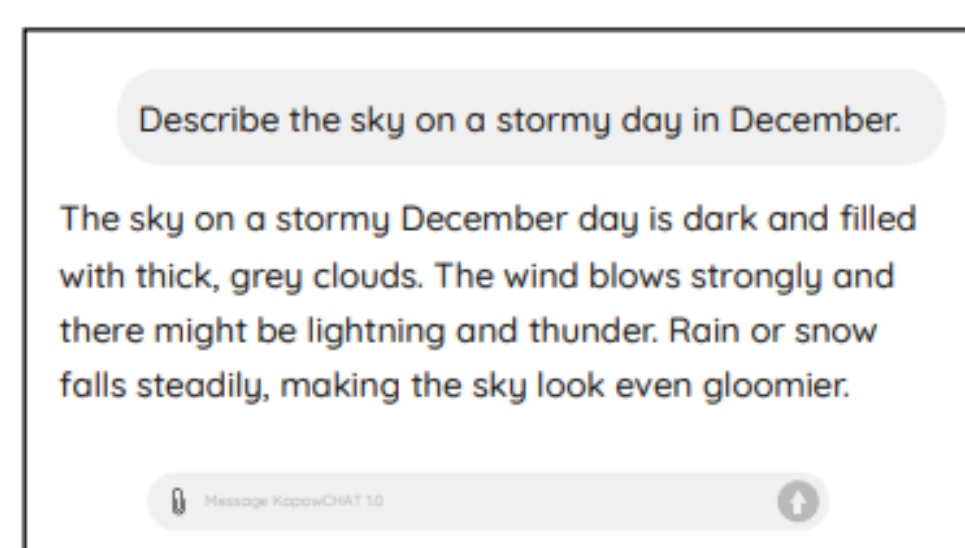
AI scans items and allows payment without a cashier.

AI generated text

This is an example of AI-generated text. A prompt is a question or statement given to the AI and the AI creates text based on it.

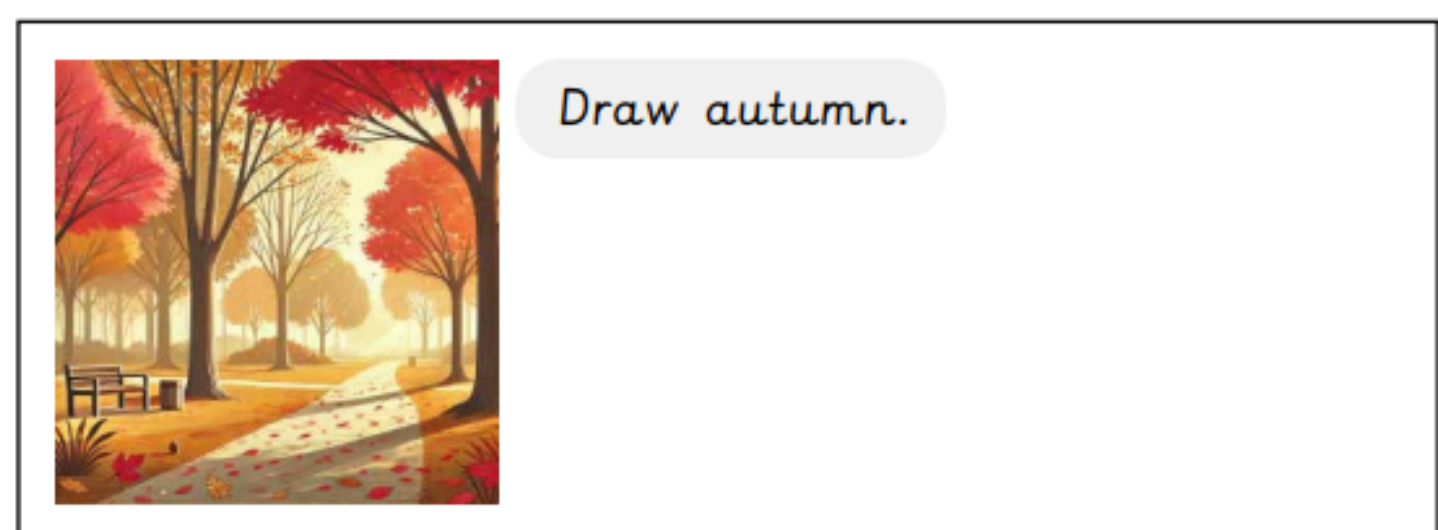


Refining and adding specific details to prompts can result in a more accurate and detailed response.

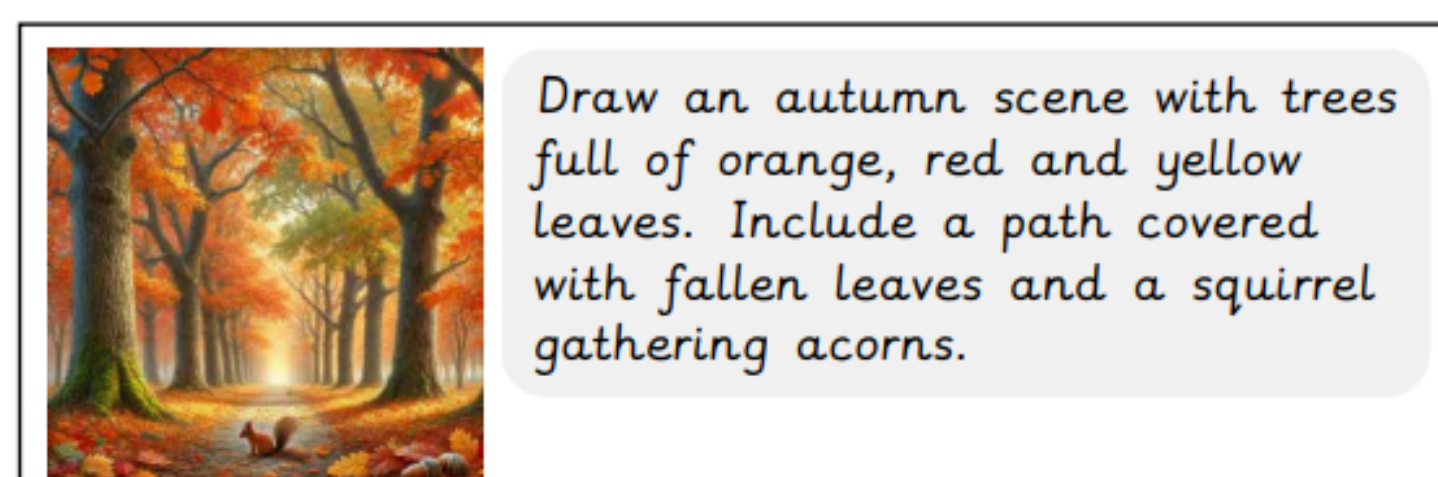


AI generated images

This is an example of an AI-generated image. A prompt is given to the AI and the AI creates an image based on it. The prompt below gives the AI a basic idea of what to draw but lacks details.

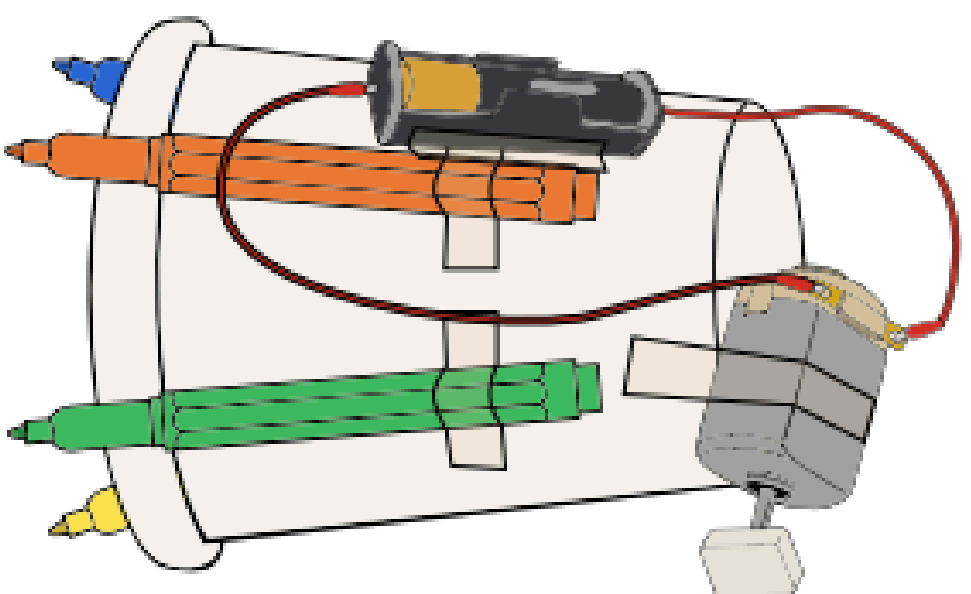


This prompt adds specific details that help the AI understand exactly what to include, making the picture more interesting.



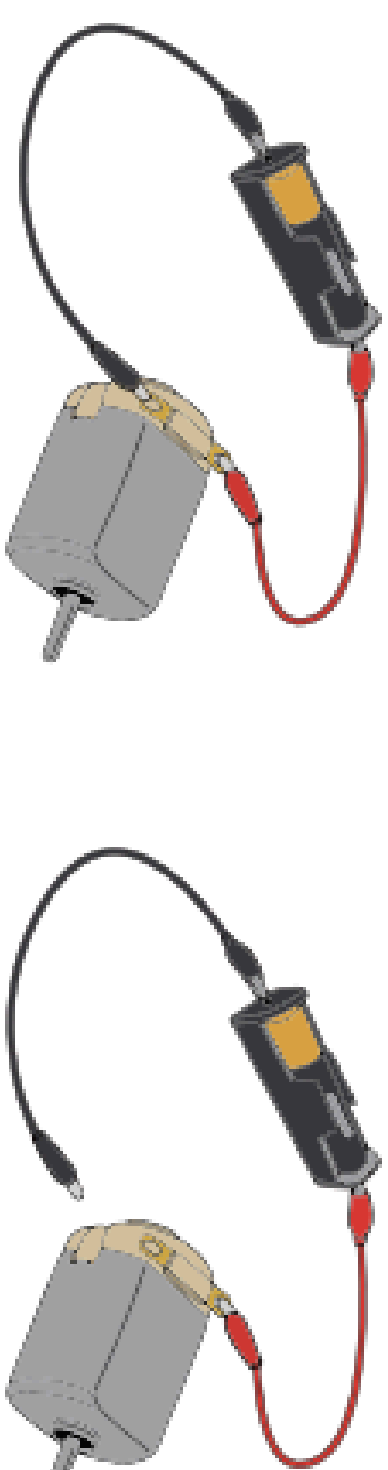
Design

assemble	To put parts together.
charge	An amount of electrical energy.
design criteria	The important features that a product must have or do to work correctly.
evaluate	Looking at the good and bad points about something and thinking about how to improve it.
product	Something that has been made to be used or enjoyed by someone.



This Kapow Doodler uses a motor with an **off-centre weight** on the axle, making it wobble and draw patterns.

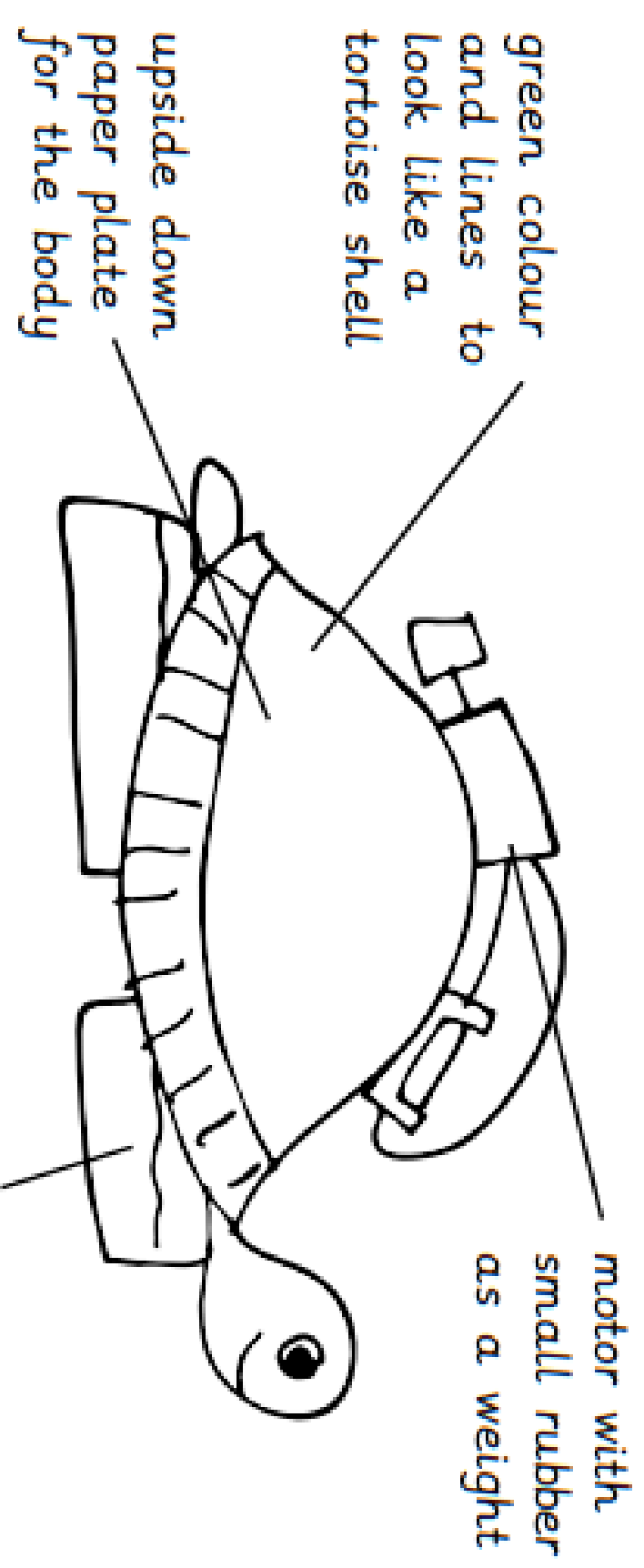
A **circuit** is a path that electricity can **flow** around.



Electrical components are parts of a circuit such as a bulb, battery, wires or a motor. A **motor** is an electrical component that uses electricity to make something move.

The motor axle turns when the circuit is a complete loop because the charge can flow around. If the circuit is not a loop, the axle will not turn.

A **diagram** is useful when designing a **product**. It can show what the product will look like. **Annotate** the diagram with labels that explain each part.



two or four sponges on the bottom for the legs and to clean as it moves