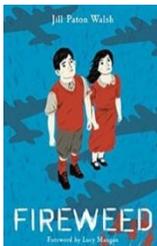


Inspiration/Theme: Energy. Where does our power come from? Setting up alternative electrical generating company.		Curriculum Driver: Science	Outcome of learning: Alternative energy trade show.
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Non-fiction explanation texts (alternative power).</p> <p>'Fireweed' as class reader:</p> 	<p><u>Hook/Stunning Start</u> Children will study environmental issues in the news such as: Hinkley Point.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Children will Investigate different sources of energy.</p> <p><u>Celebration/Fabulous Finish</u> Children will create an alternative energy trade show to be shared with grown-ups at the end of term.</p>	<p>Children will create an energy trade show focusing on various areas of energy.</p> <p>Children will produce a narrative time slip inspired by the class reader 'Fireweed'.</p> <p>Children will produce designs for inventions.</p>	<p>Language of explanation: ... such as ... Due to ... x ... has / is... In summary ... Owing to ... x ... has / is... This has altered ... Evidently ...</p> <p>Language of argument/opinion: Consequently / Based on fact / Because of my beliefs... To hold the view / After consideration ... After / On reflection ... It is my understanding that ... The facts lead me to the conclusion that ... On the one hand Convince me that ... I am convinced that... Given that ...</p>
Topic Table	Book area	Maths Challenge table	Home Learning
<p><u>Key questions</u> What are the advantages/disadvantages of....? What is the impact on the environment? Why is it important? Why should I care?</p> <p><u>Key images/artefacts</u> Images of alternative energy source. Cause/effect (global warming).</p> <p><u>Key vocabulary</u> Solar, hydroelectric, turbines, renewable, fossil fuels, eco-friendly, sustainable.</p>	<p><u>Key questions</u> How is this object powered? What is the impact on the environment? What is renewable energy? What is non-renewable energy?</p> <p><u>Key images/artefacts</u> Range of scientific texts. Objects that use energy/ compare to older objects. Diagrams of designs: wind turbines, solar farms.</p>	<p><u>Key questions</u> How do bar/line graphs work? What do pie charts tell us? How do we draw bar/line/pie charts? What are negative numbers? How do we calculate the mean average?</p> <p><u>Key images/artefacts</u> Graphs. Charts. Thermometers.</p> <p><u>Key vocabulary</u> Pie chart. Negative number. Mean average. Greater than/Less than. Difference between.</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p>

The Mead Academy Trust Curriculum Information Term 5 – Bechstein Bats



English	Maths	Science	PE
<p>Outcome of learning: The children will write a narrative piece of writing with a time slip. They will also produce a non fiction piece of writing about an area of energy.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Infer character's feelings. Apply punctuation skills. Use show and not tell. Create a time slip. Structure planning. Use short sentences for effect. Use bullet points effectively. Balance dialogue and description. Edit and peer assess. 	<p>Outcome of learning: The children will calculate the average (mean) read and interpret pie charts, bar and line graphs. The children will find missing angles in a shape using both their shape knowledge and protractor skills. The children will plot position and movement of co-ordinates on axis.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Plot and read information on charts and graphs. Identify different angles using their angle knowledge of shapes and a protractor. Plot position and translate movement on axis. Solve word problems using the four operations. 	<p>Outcome of learning: The children will recognise symbols in a circuit diagram and record findings of comparison of components such as: number and voltage of cells.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify and apply knowledge and understanding of electric symbols. Compare variations in components. Identify independent variable for fair test and make a prediction. 	<p>Outcome of learning: The children will use striking and fielding skills to compete in a team game: cricket/rounders.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Jump, throw, run and use equipment. Select appropriately, perform consistently and accurately in response to the sporting situation, contexts/opponents. Win graciously: commiserate a non-winner and show empathy.
Art	DT	History	Music
<p>Outcome of learning: The children will create a piece of photography using the rule of thirds.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Record observations and use them to review and revisit ideas. Improve mastery of photography techniques, using the rule of thirds. Explore taking photographs of objects from different angles. 	<p>Outcome of learning: The children will design and make an electric vehicle.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world. Research, investigate and analyse existing designs. Generate, develop, model and communicate designs. Understand and include mechanical systems in design. Select from a range of tools and equipment to perform tasks. 	<p>Outcome of learning: The children will research the history of electricity, key scientific figures and inventions that have contributed to modern day use of electricity.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Posing historically valid questions. Research influential scientists. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>Outcome of learning: The Children will start to learn the songs for their final Year 6 Leavers show and understand how they fit into the overarching story. Children will begin to understand how improvements in singing style, clear diction, phrasing and quality of tone can improve a performance.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To have a clear understanding of the story and how the songs enhance the storyline. Confidence to sing the first five songs including actions and part singing. Evaluate each other's performance, suggesting improvements.
Computing	RE	Geography	MFL
<p>Outcome of learning: The children will work collaboratively to research different energy sources and natural resources.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Collaborative research. Create digital content and save. 	<p>Outcome of learning: The children will present information about different religions including describing different religious symbols and how people of different religions live in harmony.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Identify key information in different religions. Make links between them and describe some similarities and differences both within and between religions. 	<p>Outcome of learning: Children will research different natural resources/sources of energy. Children will locate areas or sites of natural resources around the world.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Explain and present different sources of energy and where they come from. Plot natural resources on a map. 	<p>Outcome of learning: The children will be able to read and write sentences and paragraphs.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read and understand main points in a story, song or passage
			PSHE
			<p>Outcome of learning: Children will take responsibility for personal safety and managing risks.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Managing risks and building resilience. Making choices and decisions in life.