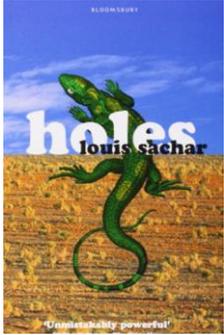


**Curriculum Information – Adders, Falcons and Stoats**

Term: Spring Term 3

Class/Year Group: Six and Four/Five/Six

<p><b>Inspiration/Theme:</b> Power Rangers Where does our power come from? Setting up an alternative electrical generation company.</p>	<p><b>Curriculum Driver:</b> Science</p>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>An alternative energy trade show</li> </ul>	
Core texts/artefact/film	Provocation - Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Selection of non-fiction explanation texts on energy sources and alternative power generation.</p> <p>Class reader: 'Holes' by Louis Sachar</p> 	<p><u>Hook/Super Starter</u></p> <ul style="list-style-type: none"> <li>Year 6 Earth Hour</li> </ul> <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> <li>Trip to Bore Hill Bio-digester</li> </ul> <p><u>Celebration/Fabulous Finish</u></p> <ul style="list-style-type: none"> <li>Alternative energy trade show</li> <li>Sending letters to the government/environment agency</li> </ul>	<ul style="list-style-type: none"> <li>Trade show</li> <li>Designs for inventions</li> <li>Electricity circuit diagrams</li> <li>Electrical products</li> </ul>	<p><u>Language of explanation:</u></p> <ul style="list-style-type: none"> <li>.....such as.....</li> <li>Due to.....x has / is.....</li> <li>In summary.....</li> <li>Owing to.....x has / is.....</li> <li>This has altered.....</li> <li>Evidently.....</li> <li>Consequently / Based on fact / Because of my beliefs.....</li> <li>To hold the view / After consideration</li> <li>After / On reflection</li> <li>It is my understanding that.....</li> <li>The facts lead me to the conclusion that.....</li> <li>On the one hand....but....</li> <li>Convince me that...</li> <li>I am convinced that...</li> </ul>
Topic Table	Book area	Maths Challenge table	Home School Links
<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>What are the advantages/disadvantages of...?</li> <li>What is the impact on the environment of...?</li> <li>Why is alternative energy important?</li> <li>Why should I care?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>Images of alternative energy sources</li> <li>Cause/effect of global warming – images showing what causes global warming and the effect it has</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Solar</li> <li>Hydroelectric</li> <li>Turbines</li> <li>Renewable, sustainable</li> <li>Fossil fuels</li> <li>Eco-friendly</li> </ul>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>How is this object powered?</li> <li>What is the impact on the environment?</li> <li>What would it be like without the internet?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>Range of scientific texts</li> <li>Objects that use energy/compared with older objects</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Solar, hydroelectric, turbines, renewable, fossil fuels, eco-friendly, sustainable</li> </ul>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>How do percentages work?</li> <li>What do the angles in a triangle/quadrilateral add up to?</li> <li>What is ratio?</li> <li>How does algebra work?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>Shapes</li> <li>Angles</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Percentage</li> <li>Ratio</li> <li>Triangle – scalene, equilateral, isosceles</li> <li>Quadrilateral</li> <li>Right-angle</li> <li>Angle – obtuse, acute, reflex</li> </ul>	<p><b>Weekly Home Learning:</b> 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 Log.</p> <p>Can you find out about alternative energy sources in Wiltshire? E.g. solar or wind farms What are the pros and cons of these?</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will publish explanation texts on alternative forms of energy production</li> <li>Children will create explanation texts for a new form of energy production</li> <li>Children will write formal letters arguing the merits of their new form of energy production</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the features of explanation texts</li> <li>Identify key information from research</li> <li>Use a range of punctuation: commas for clarity; brackets, commas and dashes for parenthesis; colons and semi-colons</li> <li>Justify opinions and debate issues</li> <li>Apply active and passive voice</li> <li>Plan, proof-read and edit writing</li> <li>Publish writing for a purpose</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to solve problems involving measurement, percentages and ratio</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Convert units of measure into different units using knowledge of decimals and fractions (length, mass, volume, time)</li> <li>Find percentages of numbers and quantities using division and multiplication</li> <li>Find the percentage change over time</li> <li>Use percentages to compare amounts</li> <li>Use ratios and fractions to compare numbers</li> <li>Find relationships between fractions, percentages and ratios</li> <li>Simplify ratios using division</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will build an electrically powered car which travels at least 5m</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and apply knowledge and understanding of electric symbols in circuit diagrams</li> <li>Compare variations in components</li> <li>Identify the independent variable for fair tests and make a prediction</li> <li>Apply circuit knowledge in 2d and 3d models</li> <li>Evaluate the effectiveness of a product</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will apply learnt skills to play netball</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Throw accurately and use appropriate passes for distance: chest pass, bounce pass, shoulder pass, lob</li> <li>Compete against each other effectively</li> <li>Win and lose graciously</li> <li>Identify tactics that affect the other team/player – consider what needs to happen in order to win</li> </ul>
Art	RE	Music	History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will plan and create a piece of art work using photography and IT</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore perspective and composition</li> <li>Use the work of other artists as inspiration</li> <li>Apply skills and imagination to create own work</li> <li>Evaluate and improve our work</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore religious symbols</li> <li>Children will describe how people from different religions live in harmony</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the work of development charities</li> <li>Make links between the beliefs and teachings of Islam and Christianity</li> <li>Understand the role of different religious charities</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will compose using digital programmes</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Manipulate our sounds to create successful mixes which include layers and texture</li> <li>Evaluate our own compositions</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will write explanations of the significance of the discovery of electricity</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise and explain similarities and differences</li> <li>Identify key information</li> <li>Explain the significance of changes over time</li> </ul>
Computing	PSHE	Geography	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create coding to operate an on-screen mimic using flowol and python software</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Develop procedures for greater efficiency</li> <li>Explore relationships between inputs and outputs and explain how models work</li> <li>Test and refine coding</li> <li>Write and debug complex programs</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will consolidate their understanding of cyber-bullying and how to stay safe online</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise when we are pre-judging people – overcome assumptions</li> <li>Identify how to resolve conflicts</li> <li>Explain how to stay safe on the internet</li> <li>Identify types of cyber-bullying</li> <li>Take responsibility for personal safety</li> <li>Identify consequences of anti-social behaviour</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create an annotated world map, identifying the distribution of natural energy resources</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify key information</li> <li>Apply key information</li> <li>Describe key aspects of human and physical geography</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn vocabulary and phrases linked to weather, transport and leisure activities</li> <li>Children will learn about French traditions</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise and say numbers to 100</li> <li>Describe different weathers</li> <li>Describe different activities</li> <li>Describe different modes of transport</li> <li>Use 'je vais' in sentences</li> </ul>

## Design and Technology

### Outcome of learning:

- Children will design and create a battery powered car
- Children will test and evaluate their designs

### Key Skills:

- Understand how key events and individuals in DT have helped shape the world
- Research, investigate and analyse existing designs
- Generate, develop, model and communicate designs
- Model ideas using prototypes and pattern pieces
- Understand and include mechanical systems in products (for example incorporating circuits)
- Select from a range of tools and equipment to perform tasks
- Select from a range of materials and components.
- Evaluate against design brief