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| **Year Group - 5 & 6** | **Date – Term Two** |
| **Curriculum Links** | Sc5/1.2    taking measurements, using a range of scientific equipment, with increasing accuracy and precisionSc5/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsSc5/1.4    using test results to make predictions to set up further comparative and fair testsSc6/4.2a    associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitSc6/4.2b    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 switchesSc6/4.2c    use recognised symbols when representing a simple circuit in a diagram. |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast**During –** Keep vigilant regarding broken branches, slippery groundWear Hi-Viz jacket. Road safety to get to the park**After** – clear everything away and return any natural objects to their original place**Wash hands**  | * Wash hands after touching outside objects
* Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles.
* Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye.
* Gloves must be worn for both litter picking and gardening
* The school grounds are our classroom and must be treated with respect.
 | **Equipment** Electricity worksheetWind turbine sheetPin wheel templateDrawing pinsSticksStop watch  |
| **Introduction and Activity Opportunities** | **Indoors –** Watch the <https://jointhepod.org/teachers/films/busta-investigates-wind-power-film> **Starter activity – Electricity Use in the school grounds.**  Children research how much electricity is being used in the school by carrying out a survey using the sheet from ‘The Pod’ lesson plan (keep this to the classroom and average this over the school if there is not enough time). **Main activity – Where would the best place be to build a Wind Turbine to power the school?*** First make the windmill (the instructions and template are on the back of the plan.
* Where do you think the wind will be strongest?
* Discuss where they will measure; how long they will measure for; and where they will record their findings. <http://bpes.bp.com/media/3045/Wind%20Watch%20worksheet%20PDF.pdf>
* Use the BP Wind Watch worksheet 2
 | **Vocabulary**Electricity TurbineEnergyRenewable energyFossil fuelsWind |
| **Plenary** | * Where will the best place be for the windmill?
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