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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 precision Sc5/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4    using test results to make predictions to set up further comparative and fair tests  Sc6/4.2a    associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Sc6/4.2b    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 switches  Sc6/4.2c    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 ground  Wear 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 worksheet  Wind turbine sheet  Pin wheel template  Drawing pins  Sticks  Stop 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  Turbine  Energy  Renewable energy  Fossil fuels  Wind |
| **Plenary** | * Where will the best place be for the windmill? |



