Summer 2: How do we share the planet?		
Driver: Science		
Outcome: How can we be a positive catalyst for change in our area?		
Core Text: Boy in the Tower	**Writing Genres:** Narrative (fantasy) Non-fiction: Academic writing (Responding to Q- How can we make a difference to where we live?)	
Key vocabulary	transition, catalyst for change, reinforce, demonstrate, independence, positive, make a difference, impactful, meaningful, remembered	
Subjects:	**Learning Objectives:**	**Activities**
Science:  Light and Electricity	"I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them." "I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can 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. I can use recognised symbols when representing a simple circuit in a diagram."	Apply knowledge of light and electricity
PSHE 	Supporting each other	Understand the value of change projects and supporting each other in our community- cause of DT project
DT 	Design, Make & Evaluate Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities Use technical knowledge and accurate skills to problem solve during the making process Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately Apply his/her understanding of computing to program, monitor and control his/her product	Problem- Our local area has a problem with a lack of sustainable energy resources. We know that food waste is a big cause of climate change. How can we use our electricity and light scientific knowledge to help solve this issue? Research, plan, design and evaluate a range of renewable energy sources Southwark- local initiative- how do we provide renewable energy sources to the community? Alternative sources- batteries- potatoes, which citrus fruit works best? We could use food waste as an energy source?
Computing 	Creating media: Webpage creation	Children to collaboratively create a website with multiple webpages to showcase DT designs; including how and why they would like to make a difference to our local area
Exhibition: Webpage to demonstrate knowledge		
Trip ideas: Local walks		
To be taught in a block and evidenced through floor books	 **RE: Jerusalem**  **PSHE:** Transition, Relationships & Sex education	