

# Year 6

## Where does our energy come from?

By the end of this unit children will:

In our topic about Energy, children will develop an understanding of energy sources and their trading routes. They will consider the benefits and drawbacks of different energy sources, such as renewable and non-renewable energy. They will then use digital maps and OS maps to locate and analyse human and physical features to identify land use and energy sources. Following this research, they will then decide on an appropriate way to generate energy for a new development and justify how and why. Finally, they will conduct some fieldwork, collecting and presenting data on where to position a solar panel on the school grounds.



### Sensational Start

Using household junk, we will be creating useful items to reuse around school.

### Extraordinary Extra

Outdoor Learning Day — Climate Change Dodge-ball.  
The Greenhouse Effect experiment.  
Decomposition Rates Game.  
Reduce, Reuse, Recycle Relay.

### Fabulous Finish

Fieldwork  
We will conduct some research and take a walk around the school deciding the best position for solar panels.

#### Key dates:

**Hillary Class Assembly** Wednesday 13th November

**SATs information evening**

Wednesday 27th November at 6pm

**Steel pans concert**

Wednesday 4th December at 2.45pm

**Christmas Concert**

Thursday 19th December

### PE days

#### **Fields**

Tuesday and Wednesday

#### **Hillary**

Tuesday and Thursday

<p><b>Core Subjects:</b> Links to theme</p>	<p>Where does our energy come from? —Theme Content—National Curriculum links</p>
<p><b>English</b></p> <p>Key Texts</p> <p>Old Enough to Save the Plant Sherlock Holmes</p>	<p><b>Foundation Subjects</b></p>
<p><b>Maths</b></p> <p>Number: Fractions, decimals and percentages</p> <p>Measurement: Converting units</p>	<p><b>Geography</b></p> <p>Identify renewable and non-renewable energy sources Recognise how the USA and UK generate energy. Give reasons why some energy sources are better than others. Suggest a suitable location for solar panels around school</p>
<p><b>Science</b></p> <p>Classification of Living Things— Describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p><b>Computing</b></p> <p>Programming Using the programming language of python to create computer generated art.</p> <p><b>Music</b></p> <p>Steel pans We will be continuing lessons from Bedford Music Hub in Steel Pans. The children will be benefiting from weekly teaching with a specialist music teacher, culminating in a live performance to parents.</p>
	<p><b>Art and Design Unit</b></p> <p><b>Lino printing</b> The children will learn about German Expressionism and lino printing. They will create their own self-portrait lino prints in this style.</p> <p><b>Slogan Art</b> The children will create a slogan poster thinking carefully about the message, font and composition, painting with accuracy.</p> <p><b>PE</b></p> <p>Hockey Tag Rugby</p> <p><b>RE</b></p> <p>Community— What will make our community a more respectful place?</p> <p><b>DT</b></p> <p><b>Cookery</b> Create a sustainable menu using locally sourced ingredients.</p> <p><b>Textiles</b> Using sewing skills to create a hanging ornament.</p> <p><b>RSE &amp; British Values</b></p> <p>Celebrating Differences Rules of Law</p>