

**Topic Overview: SMSC/PSHE/British Values:**

The core value which drives this unit of study is achievement. Children will begin to explore the remarkable achievements of women. In Science, children will focus on the movement of the Earth, Sun, planets and the moon. They will look and explain night and day. Children will then move on to experiment with different components in a series circuit and begin to draw and explain these using recognised symbols. In DT, Children will make moon buggies and look at different structures and systems.

**Lead subjects: Science,**

English	Science	DT	Non-lead subjects:
<p><b>Text Drivers: A range of Space Poetry, Cosmic Boy, A range of Non- Fiction Space texts.</b></p> <p>Children will write an explanation text. <b>Children will identify the audience and purpose for their writing using similar models for their own. Children will use simple devices to structure their text such as headings, sub-headings and bullet points. They will also use a range of devices to build cohesion (conjunctions, adverbials of time and place)</b></p> <p>Children will write a Science- Fiction story with a focus on setting. <b>Children will create settings, characters and atmospheres. Use a range of literacy devices such as figurative language e.g. metaphors. Children will use a range of devices to build cohesion including a range of conjunctions, adverbials of time and place and pronouns</b></p>	<p><b>A study of space</b></p> <p>Children will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will describe the movement of the Moon relative to the Earth, describe the Sun, Earth and moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day and night and the apparent movement across the suns sky.</p> <p><b>Electricity</b></p> <p>Children will look at how to create a circuit and associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in the circuit. Children will compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will draw and create circuits using recognised symbols.</p>	<p><b>Making a secure structure and chassis – Moon Buggies.</b></p> <p>Children will create a simple design specification to guide the development of their ideas. Children will think about the effectiveness of the materials they choose to construct their moon buggies.</p> <p>Children will then formulate a clear step-by-step plan of how to make the structure and select appropriate tools to ensure an effective outcome.</p> <p>Children will then evaluate their structure critically against their design specification and the intended user purpose.</p>	<p><b>Computing</b> <b>E-safety Multimedia (use of green screen)</b></p> <hr/> <p><b>RE</b> <b>Christianity Flight</b> Children will look at flight as a symbol. Children will explain the meaning of the concept <i>symbol</i>, explain how flight as a <i>symbol</i> is expressed in different religious stories, evaluate flight as a symbol by explaining its meaning and linking it to a personal response.</p>

**Other subjects taught in this unit of study:**

PE (Spring 2 Portsmouth in the community), **Music and French**