Science L/UKS2

N.C Links: **Science**: Y3 Light 1;Y4 Living things 3; Y4 Electricity 2, 3, 4; Y5 Earth and Space 4 **Geography**: Location knowledge 1; Human Geography 1

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| L.O: I can show my understanding of solar power  Outcomes. begin to recognise how solar power can be used to help people around the world | | | | | | |
| **Whole Class Teaching Activity** | | | **Differentiated Group / Talking Partner / Independent Activity** | | | |
| \*Warm-up/recap. What is energy? What do we already know about where we get most of our energy? What do we know about Solar Power? Why is this a renewable energy?  \*PPT. Use the PPT.  \*Whole class Discuss in pairs, all chn to have ago at writing a flow diagram.  \*PPT Set the challenge to one child to try to make a cup of water without spilling any whilst wearing a scarf. Encourage discussions of Case Studies. Encourage chn to put themselves in those children’s shoes. Watch video and make class comparison table on w/b (photo for books)  \*Activity. Chn to write a diary entry. | | | LA  Support with diary entry starters and features, printed copy of slide 14.  Provide key vocabulary on w/b.  Photo for books. | | MA  Support with starting diary entry through discussion.  Diary entry features mat (Slide 14). Key vocab on w/b | HA.  Independent. Key vocabulary on w/b. Photo for books. |
| * Plenary: Chn to read aloud diary entries. | | | |
| **Key Vocabulary**  Kerosene Energy Electricity Solar | | | |
| **AfL** | **Children exceeding WALT:** | **Children not achieving WALT:** | | **Resources:**  PPT  Beaker  Water  Scarf  Copies of Slide 14 for LA and MA | | |