

<p align="center"><u>PSHE</u></p> <p align="center">Look at the ethics of sustainable design</p> <p>Discuss the meaning of sustainable development, increasing population &amp; technology which has resulted in raw materials (esp. non-renewable) rapidly being used up, producing more waste and more pollution (unless waste handled correctly).</p> <p>Discuss who is responsible at individual, local, national and international level for the protection and conservation of resources.</p>	<p align="center"><u>Geography</u></p> <p align="center">Look at Human Settlements</p> <p>Investigate different types of settlements and the facilities required: for example, schools for education, parks for playing or shops for selling things.</p> <p>What type of settlement will the children design: hamlet, village, town or city?</p> <p>What is its function? For example:  Ports - by a river or sea for ships to transport goods  Market towns - where local farmers sell goods  Resorts - for people to go on holiday</p>	<p align="center"><u>Computing</u></p> <p>Research into renewable energy. What energy sources are the best to use and why?</p> <p>Year 6 - Quizzing - design and create an online quiz related to all things eco!  Year 5 - Concept Maps - design and create a concept map on how to care for the environment</p>
<p align="center"><u>DT</u></p> <p align="center">Design an eco-friendly village.</p> <p>Include water sources, energy sources, green areas, amount of trees, houses/dwellings.</p> <p>Consider what they will need to include to make it sustainable: recycling, waste management and methods of transport.</p> <p>Year 6: use a parallel circuit to illuminate a house  Year 5: use insulation to control temperature</p> <p align="center">Design and make eco-friendly up-cycled t-shirts</p> <p align="center"><u>Art</u></p> <p align="center">Design a promotional leaflet/poster to advertise their settlement</p>	<p align="center"><b>Eco Architects - Term 6</b></p> 	<p align="center"><u>Science</u></p> <p>Year 6 - electricity (linked to DT)  Relationships and sex education</p> <p>Year 5 -  Continuing with life cycles  Relationships and sex education</p> <hr/> <p align="center"><u>PE</u></p> <p align="center">Athletics</p> <p align="center">Sports Day - 6<sup>th</sup> July pm - Commonweal sports field  (more information to follow)</p>
<p align="center"><u>RE</u></p> <p>Year 5: What does it mean to be a Muslim in Britain today?</p> <p>Year 6: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p>	<p align="center"><u>English</u></p> <p align="center">Write a <b>poem</b> about the Earth and climate change</p> <p align="center">Write a <b>persuasive letter</b> to explain the need for sustainable development to local authority, a national paper, local MP or Greta Thunberg</p> <p align="center">Write an <b>explanation text</b> to discuss why they have designed their settlement in the way they have.</p>	<p align="center"><u>Music</u></p> <p>Children to design and create their own song based on environment 'protest' songs.</p>