**Cross Curricular: Writing:**
Write a report explaining climate change and the impact it has.
Write a letter to local MP persuading them to take action against climate change.

**NC Objectives:**
- Plan their writing by identifying the audience for and purpose of the writing
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Précising longer passages

**Cross Curricular: DT Link**
Children to design and structure their own wind turbine.

**NC Objectives:**
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**Cross Curricular: Science – Electricity**
Pupil will work scientifically to make a circuit for their wind turbine.

**NC Objectives:**
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- Use recognised symbols when representing a simple circuit in a diagram

**Cross Curricular: Reading:**
The boy who harnessed the wind by Bryan Mealer and William Kamkwamba

**NC Objectives:**
- Identifying and discussing themes and conventions in and across a wide range of writing
- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously

**Cross Curricular: PSHE**

**Citizenship** - To understand that resources can be allocated in different ways, and that economic choices affect individuals, communities and the environment
I am aware of how the media present information and that the media can be both a positive and negative influence

**Cross Curricular: SMSC**
Social: show respect for people, living things, property and the environment
Moral: a willingness to express their views on ethical issues and values