

Title: Fairground Forces	Project overview	Hook	Text(s)	Maths overview
Year group: 5	<i>Link to the outcome (what we want the children to learn)</i>	Harwell Park	The Nowhere Emporium- Mystery Story (T4W) Brochure to promote Harwell Funfair	Place value Addition and Subtraction Statistics Data Handling
Driving question  If we can't see it, does it exist?	Key Vocabulary  Gravity, water resistance, mechanism, lever, pulley, gear, force, air resistance and friction	Intended outcome  <i>By the end of the project we want the children to be able to create their own fairground ride using their knowledge on forces and mechanisms.</i>	'There is a Boy in the Girls Bathroom' by Louis Sacher	
			Resources  <i>Motors, pulleys, gears, cardboard, glue</i>	Areas of learning <i>Science Art D&amp;T</i>
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
<b>D&amp;T</b> Marvellous, Mechanisms and Magical Machines (Year 2) -Creating and designing carts with wheels and axles.  <b>Science:</b> Forces and Magnets (Year 3) -Compare how things move on different surfaces. -Notice that some forces need contact between two objects. Electricity (Year 4) -Identifying common appliances that run on electricity. -Constructing simple circuits.	<i>-How unsupported objects falling to the Earth (Gravity) -Other forces, such as, air resistance, water resistance and friction. -Investigating mechanisms. -Looking at how pulleys and gears reduce the amount of force on a greater load.</i>	<b>Art:</b> Laurence Stephen Lowry <i>-Accurate drawings of people and perspectives and develop an awareness of scale and proportion. - To develop an idea of shade and tone.</i> <b>DT:</b> Funground Rides <i>-Using a motorised pulley to create a carousel or ferris wheel.</i> <b>Music:</b> <i>-Creating a jingle for a radio advert to advertise our outcome.</i>	<i>Don't forget community links too or people who embody those values Being resourceful when creating our projects and using materials around us. Respecting the ideas of our peers and working well as a team. Being resilient, embracing the idea that our first draft/creation may not be our best</i>	<b>Science:</b> <i>Light and Electricity (Year 6)</i>  <b>D&amp;T:</b> <i>Structures (Year 6)</i>  <b>Art:</b> <i>Birds of Prey (Year 6) Developing his/hers own style of painting through tone and colour.</i>