

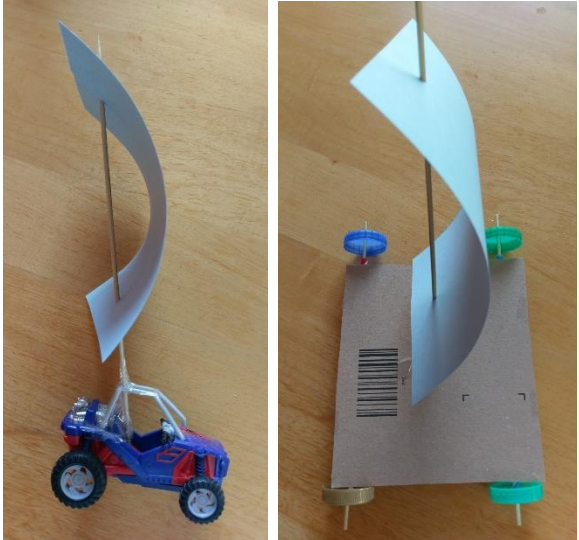
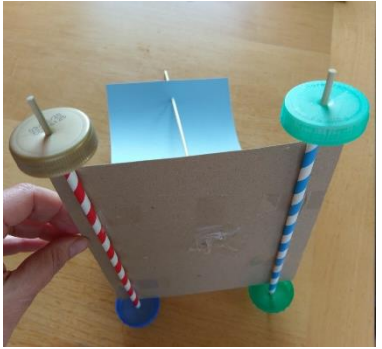



Topic: Planet Earth: Energy	Primary 4 Age 7-8	Activity title: Wind power vehicles
Scientific skills focus Presents: Reports in writing, orally or visually using a variety of media.		Curriculum link I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-04a
Assessment focus <ul style="list-style-type: none"> • Can children compare wind powered vehicles? • Can children present their findings about wind power? 		
Activity <i>Today we are wind vehicle engineers.</i> Show some pictures of vehicles/boats that use wind power. Note the many different shapes and sizes of the sail. Either explore pre-made vehicles or boats (whose design can be tweaked/sail added) or support children to make a simple vehicle, in school or at home (<i>adapt as appropriate for your class</i>). Children could compare different sail sizes/shapes.  Pause to discuss successes and difficulties with making/testing the sails. Ask children to present their top tips for using a sail/wind power (e.g. orally with an instruction 'video' or visually with a labelled diagram).		
Adapting the teaching Support: Provide support to make a sails or provide pre-made sails to test. Extension: Compare two designs in report. Other ideas: Research/explore windmills or other alternative energy sources e.g. use a solar panel in an electric circuit.		
Questions to support discussion <ul style="list-style-type: none"> • What happens when you blow it? • What does the wind energy do? • How far does it go? Does this one go further? • What do you need to do to get it to catch the wind? • What tips do you have for someone else making/using one? • Can you explain to them how it works? 		
Benchmark indicators Working towards: Pupils draw or describe their vehicle, but do not explain how it works or the role of the wind. Achieved: Pupils present their ideas clearly, explaining how to make their wind vehicle work, using evidence from their explorations. Possible ways to go further: Pupils consider the audience in their reporting of findings. They may link their explorations of wind vehicles to windmills or other sources of alternative energy.		



 Teacher box 5 - adapt teaching. See TAPS pyramid for more examples.