



Three Bears in a Fix!



Rationale/Intent

After entering school one morning the children are astonished to hear that someone has broken a table, a chair and eaten all the porridge. Baby bear then has made a plea for somebody to design and make a purposeful, functional table. The children will research tables and generate a class design criteria. All children will generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate. Through discussion and a democratic vote the children will make decisions about the appropriateness of materials; for table making. They will also highlight their properties and generate ideas they can be strengthened, so they do not collapse.

Hook

Children hear a bang in the corridor and see that baby bears table has been broken. Baby bear sends a message to Year 1 to design and make a new table for him.

Outcome

A panel of experts to judge the table designs for the Three bears and a reading of the innovated Three Bears stories.

English

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Narrative;

Imitate and innovate the story of Goldilocks and the three bears

Non- narrative-explanation;

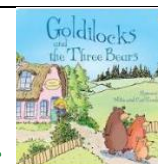
To write an evaluative report about the design and making process of their tables

Writing skills to cover

- Using full sentences and correct
- punctuation to form a short narrative
- Re-read sentences to check.
- Extending sentences using conjunctions introduce but, or, so as well as and.
- Handwriting
- Lower case and upper case letters are increasingly correct in relative size.

Spelling, Punctuation and Grammar

- Suffix er and est
- Common exception words



Link text:

- Apostrophes for contracted form
- Conjunctions
- Begin to use or, but, so, because to join clauses.

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

DT

FINAL PIECE: A table for Baby Bear

DESIGN:

NC - Design purposeful, functional products based on a class design criteria

NC - Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate

Create a simple prototype table for them to evaluate in pairs

Draw and label a table design considering the most appropriate materials to use.

MAKE:

NC - Use simple tools to cut

NC - Fold, roll and mold materials to create the product

Practise skills such as rolling, folding and layering to identify how to strengthen a structure.

Use scissors to safely cut materials.

TECHNICAL KNOWLEDGE:

NC - Build structures, exploring how they can be made stronger, stiffer and more stable

EVALAUTE:

NC - Explore and evaluate a range of existing products

NC - Evaluate their product against the design criteria

NC - Describe how they can improve their product

Undertake market research to understand what is currently on the market.

Use the class design criteria to highlight the positives and areas for development on their table.

Science

NC - Knowledge:

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Identify everyday objects and the range of materials that they are made from.

Describe the simple physical properties of a variety of everyday materials

Use a range of scientific adjectives to describe a range of materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Create a simple Venn diagram to highlight materials with the same properties.

NC - Working Scientifically:

Perform simple tests

Ask simple questions and recognise that they can be answered in different ways

Test a range of materials and observe if it is strong, waterproof or hard.

Use simple equipment to observe closely (Y1 focus)

Gather and record data to help in answering questions (Year 1 focus)

Visits and Visitors**Cultural capital:**

Maths - Accurately measure during Science investigations using non-standard units

Art - Look at table designs and make a collage using magazines. Design a table considering colour, pattern and textures.

Role Play

Design workshop - plans, diagrams, pictures, materials, joining materials e.g. split pins, elastics bands, challenge cards.

Home Learning

Using given criteria (no bigger than 40cm) design and make a bed for Baby Bear