



## Three Bears in a Fix!

(6 Weeks)



### Rationale/Intent

Baby bear 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. They will need to consider the appropriateness of the materials, their properties and how they can be strengthened, so they do not collapse.

By the end of this project the children will be able to:

In Design and Technology -

- Look at existing products and use these ideas to design their own table
- Experiment using different paper techniques and find ways to strengthen their model
- Select the most appropriate materials to use when making
- Evaluate their own product based on the design criteria, highlighting improvements for next time.

In Science they will:

- Learn the names of everyday materials and be able to sort and classify them
- Decide new ways to sort and discuss their thinking
- Undertake simple tests and record their findings
- Make a prediction then revisit it after their findings.

### 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;



Link text;

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
- 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: Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate  
Create a prototype of their table

NC: design purposeful, functional, appealing products for themselves and other users based on design criteria

Create a class design criteria

Draw and label a table design - suited for Baby Bear

#### MAKE:

NC: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  
Use simple tools to cut

Fold, roll and mold materials to create the product

#### TECHNICAL KNOWLEDGE:

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

### Science

#### NC - Knowledge:

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

Look closely at everyday objects and discuss what materials they are made of.

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

Learn the names of everyday materials and label the products accurately

NC: Describe the simple physical properties of a variety of everyday materials

Sort and classify everyday objects in to groups according to their properties.

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

Say what is the same or different about materials  
Create their own way of classifying.

#### NC - Working Scientifically:

NC: Perform simple tests

Test the strength of their table by adding blocks

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

NC: Use simple equipment to observe closely (Y1 focus)

Experiment using different paper techniques to strengthen their model

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

**EVALAUTE:**

NC: Explore and evaluate a range of existing products

Complete simple market research looking at what tables are currently available on the market

Say what they like or dislike about current products

NC: Evaluate their product against the design criteria

Say if their product was suitable for Baby Bear

Describe how they can improve their product

**Visits and Visitors**

**Cultural capital:**

**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