

Persuade the Dragon

7 Weeks



Rationale

Through this project, we will be immersing children in Design Technology and the children will consider how different types of bread are targeted to the public. The children will be working collaboratively and showing mutual respect for each other by sharing their own ideas about different types of bread rolls. For their home learning, they will research types of bread and will try to make them suitable and tempting to people in our community. The children will also consider how the bread is targeted to the public and research packaging, colours, offers and enticements that may persuade people to buy them. We will immerse the children in Geography by locating where their food comes from and begin to understand trade links through fair trade agreements. The children will be showcasing the school values of creativity and success and the British Value of individual liberty when preparing a pitch to try to persuade a panel of judges in the Dragons Den that their bread roll, packaging, marketing and public speech are convincing.

Hook

A piece of bread appears in children's lunch boxes/ hot school dinner tray. A slip of paper also attached to it reads:

I am a plain and boring loaf of bread. I want to look attractive, taste delicious and be as popular as all the other types of bread so people will buy me. Can you help?

Outcome

Children face a panel of 'Dragons' giving a prepared pitch which the dragons will then judge and score.

English

Link text; Kensukes Kingdom

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

Poetry/narrative;

Junk - A Kirk Hendry Film - narrative about the danger of 'junk' food.

Non- narrative-persuasion;

Children will be developing their written communication skills and their persuasive techniques. They will be planning and drafting ideas and using their writing to aid their verbal communication and deliver a persuasive speech or pitch.

To write a persuasive advert to tempt people in the community to buy the bread rolls.

Writing skills to cover

Persuasive devices

Figurative language

Punctuation and Grammar

Proof- reading

Homophones

Verb forms
Modal verbs
Modification of nouns

Fortnightly 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.

Focus Subject: Design Technology

- Research a range of existing bread products and their packaging. Develop a design criteria to discuss and evaluate the taste, texture, smell and appearance.

NC - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups) (NC - investigate and analyse a range of existing products.

- Plan and develop ideas for their own bread roll; drawing on their own experiences and thoughts and those of other people through market research. Draw annotated sketches of prototypes.

NC - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

- Select and use ingredients and tools to make their first prototype bread roll and evaluate the use of ingredients, texture, smell and appearance.

NC - select from and use a wider range of materials and components, including construction materials, ingredients, according to their functional properties and aesthetic qualities). (NC - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

- Research and develop current logos and slogans for packaging. Plan and design own packaging and slogans.

- Select and use tools to make packaging using drawing, cutting and measuring skills.

NC - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

- After the first prototype (bread roll), evaluate their ideas and products against their own design criteria.

NC - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

- Select and use tools to make final prototype and evaluate the final product

Focus Subject: Geography

- Locate where in the world our ingredients have come from, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

NC -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

- Locate where in the world our ingredients have come from, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

NC -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

- Develop an understanding of human geography, including: types of settlement and land use - where have the ingredients been grown?

NC - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

- Develop an understanding and knowledge of human geography, including economic activity including trade links, and the distribution of natural resources including food (Fair trade links)

NC - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Visits and visitors- None for this unit of work

Cultural capital;

Science: Consolidation unit before progressing onto Year 6.

PSHE: To be able to understand and control emotions under a variety of circumstances.

Home Learning-

Market research, make prototype, advert and logo, rehearse pitch