



The Great Escape!

6 Weeks



Rationale / Intent

The children in Year 2 must work collaboratively to discuss, negotiate and overcome the challenges. As designers, the children will need to learn new skills and use them to create a getaway vehicle for Hansel and Gretel. We will build on the design skills they have learnt in Year 1 and build on these using construction and joining techniques. The children will be immersed in history to develop their understanding of vehicles in the past and in the present. Science will also inform their learning by making them think carefully about plants that Hansel and Gretel may come across in the wild and in the gingerbread house garden.

The children will be showcasing the school ASCENT values of Nurture and Community when investigating plants and how they grow in the environment. They will be showing the British values of mutual respect and tolerance when working with together to plan, create and evaluate their vehicles to present at the car show room.

Hook

Poor Hansel and Gretel are in a bit of a state because they have been trapped in a gingerbread house. Through a secret video link Hansel and Gretel describe their plight and challenge the children to design and make the most exciting vehicle to help them escape!

Objective: Design and make a suitable get away vehicle which is fit for purpose

Outcome

The children will come into school dressed smartly as sales people. The children will be involved in setting up the hall as a car showroom and will advertise their vehicles to their parents.

English

Link Text: Hansel and Gretel by Michael Morpurgo

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

Fiction:

Character descriptions

Wanted poster

Write an alternative tale

Non-fiction:

Instructions for making a vehicle

Writing skills to cover

Adjective / adverb use for describing characters

Expanded noun phrases

Conjunctions (coordinating and subordinating)

Spelling, Punctuation and Grammar

No-nonsense spelling scheme

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

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

□ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Research vehicles and use this to support in planning ideas for making own vehicles

Market research - what do you know about cars, look at cars to create design.

Create a design brief and criteria for actual vehicle and develop ideas ready for making their car.

Experiment with different joining techniques to ensure durability of the vehicle.

NC: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] □ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Make their vehicle, annotating their design to show changes made throughout this process.

NC: build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Test product for suitability, evaluating and adapting as necessary so the vehicle is ready for the great escape.

NC: evaluate their ideas and products against design criteria

Evaluate product for successfulness

History

Great Inventions: Transport

NC: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

To know about the lives of significant individuals in the past who have contributed to national achievements in making vehicles

To identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern vehicles

To identify at least one relevant cause for the development of transport/vehicles = link to a variety of transport, eg cars, planes, trains, boats

Science: Discrete/ consolidations

NC: working scientifically

Questions/Data

Investigate with chromatology

Distance of a car using different surfaces.

Visits and visitors

Parents in to visit the car sales room (in hall). Children to create a vehicle and pitch to share with the parents at the end of the project with all the features of their vehicle displayed in their advert.

Cultural capital: Persuading and presenting an advert for the vehicle they have made.
RE - Islam and Judaism
Maths - Time and measures (volume / capacity) (weight / mass)
Home Learning Choose a traditional tale to share with the class, using a presentation technique/format of their choice.