

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



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| Title: Rainforests | | Term: Summer | Year Group: 3 |
| British Values/Rights: We respect the culture and beliefs of others. | | | |
| Visits/Visitors: Dudley Zoo | | | |
| Wow Starter: Hey Dumba - traditional Brazilian song, and 2 songs from Rio the animation film. - Chn to create a sound map of all the sounds they can hear that tell us about Brazil and the rainforest. | | | |
| <p>Art: collage Final outcome: Rainforest collage Knowledge: To know how to use the different art techniques in work. To understand different shapes linked to the animals in the rainforest. To understand the term 'collage.' Skills: - Name the tools & materials they have used - Experiment with a range of media, eg. Overlapping, layering, etc...</p> | <p>DT: Rainforest toys Final outcome: Children will design and make a rainforest toy Knowledge: To Skills: Use a variety of techniques, including, quilting, embroidery & applique - Name the tools & materials they have used - Develop skills in stitching and cutting. - Uses contrasting colours in stitching.</p> | <p>History/Geography: Geography - Rainforests Knowledge: Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry' Skills: Use dates and terms related to the study unit and passing of time</p> | |
| <p>English links: Lego Adventure in the jungle English book study: The Kapok Tree Cross-curricular writing opportunities: Free write as a rainforest animal writing a letter to the man to tell him not to cut down the rainforest Additional texts/reading links: Jungle Book</p> | <p>Maths links: Measures (linked to DT)</p> | <p>E-Safety: Covered in Autumn term</p> | <p>Other curriculum links: music/computing/PSHE: Knowledge: To learn musical words Skills: To sing in tune with expression Music - songs from the jungle book</p> |

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| Subject Area | Skill | Knowledge | Activity (including resources if applicable) | Resources |
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| <p>Geography 1</p> | <p>*Begin to ask/initiate geographical questions.</p> <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Investigate places and themes at more than one scale</p> <p>*Begin to collect and record evidence</p> <p>*Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Focus: Brazil</p> | <p>Explain that you are going to be looking at a dilemma story called <i>The Great Kapok Tree</i>. Ask pupils to discuss whether they think that kapok trees are real or imaginary. Using the image on the cover of the book, ask pupils to imagine what a kapok tree might be like. Can pupils make predictions about what might be so 'great' about the kapok tree in the story?</p> <p>Before reading the story, challenge pupils to find out as much as they can about the kapok tree using the information section at the start of the book. Hand out photocopies of the double-spread information map on pages 1-2 and then read aloud the introduction on page 3 of the book.</p> <p>Ask pupils to look at the information map and answer the following questions:</p> <ul style="list-style-type: none"> - Can you find some of today's rainforests? What do you notice about where they are located? - Are there any continents without rainforests? - Which of the rainforest animals are familiar? Which ones would you like to know more about? - What are the different layers of the rainforest? <p>Read the story to chn and share video at https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw</p> <p>Chn to create a poem about rainforests using information gained from the story and video.</p> | <p>The Great Kapok Tree</p> |
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| | | | <p>Show examples of poems (acrostic/shape etc) chn can chose what type of poem they want to do. Use slide of page taken from the book to also find ideas. Some templates available.</p> | |
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| <p>Geography 2</p> | <p>*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Focus: Brazil</p> | <p><u>L.O. Understand the different layers of the rainforest</u> Children to talk about what they already know about rainforests</p> <p>Share power point of rainforests and then complete activity completing the rainforest picture labelling the correct layer names and animals that live there.</p> | <p>Worksheets</p> |
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| <p>Art display session if wanting a display for classroom - otherwise move onto next art lesson</p> | <p>Use different materials and art techniques to make my artwork. Experiment with different techniques. Think about many features of what I am representing in my artwork and make good choices of materials and techniques to show ideas in my artwork.</p> | <p>Use different materials and art techniques to make my artwork. Experiment with different techniques. Think about many features of what I am representing in my artwork and make good choices of materials and techniques to show ideas in my artwork.</p> | <p><u>Intro:</u> Recap the different layers of the rainforest covered in CC session 2 : Emergent, Canopy, Understory, Forest floor. Discuss the types of animals that might live in each layer. Read PowerPoint to remind children of different layers</p> <p><u>Activity:</u> Split the class into groups of 8. Within each group of 8 ask the chn to make pairs: Each pair within the group must choose a different layer of the rainforest to recreate on an A3 piece of paper. (Emergent, Canopy, Understory, Forest floor) so that all layers are recreated within the group of 8. Encourage each pair within the group to use a different medium e.g. pencil crayon, wax crayon, pastel, water colour paints. Show chn example from slide 3 of power point.</p> <p><u>Plenary:</u> Create an art gallery and chn go round and look at each other's work</p> | <p>Wax crayons Pencil crayons Felt tips Pastels Water colour paints A3 paper</p> |
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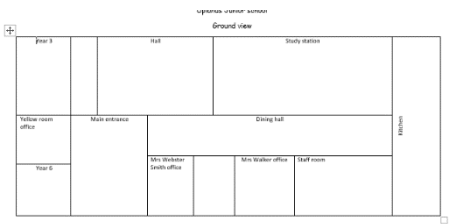
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| <p>Geography 3</p> | <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>*Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>*Follow a route on a large scale map.</p> | <p>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.</p> <p>Focus: Brazil</p> | <p><u>LO To locate the rainforests of the world.</u></p> <p>Chn look at a map of the world with rainforests coloured in. Follow a route from one rainforest to the other. What direction is it? N/S/E/W?</p> <p>Talk as a class about where in the world they are.</p> <p>Can anyone name any of these countries?</p> <p>Chn to colour in the rainforests on their own world map.</p> <p>Chn use an atlas to locate the countries.</p> <p>EXT: find the tropic of cancer and Capricorn. Northern/southern hemisphere and equator. (Watch powerpoint)</p> | <p>Power point</p> <p>Maps, Blank maps, Atlases, Powerpoint</p> |
| <p>Geography 4</p> | <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>*Locate places on larger scale maps e.g. map of Europe.</p> | <p>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,</p> | <p><u>LO: To answer comprehension questions about the amazon rainforest and locate countries of South America</u></p> <p><u>LO: To locate continents and oceans of the world</u></p> <p>https://mrnuusbaum.com/rainforests-reading-comprehension-online - TASK 1 - answer comprehension questions about the amazon</p> <p>https://mrnuusbaum.com/continents-and-oceans-quiz-online - TASK 2 - label the continents and oceans of the world using an atlas.</p> | <p>Ipads</p> <p>Atlas</p> |


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| | <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>*Follow a route on a large scale map.</p> | <p>countries, and major cities.</p> <p>Focus: Brazil</p> | | |
| <p>Geography 5</p> | <p>*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>*Begin to ask/initiate geographical questions.</p> <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Investigate places and themes at more than one scale</p> <p>*Begin to collect and record evidence</p> | <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Focus: Climate zones, biomes and vegetation belts</p> | <p><u>LO: To explain the meaning of climate. Biomes and vegetation belts.</u></p> <p>Share power point as a class on climate. Show power point on biomes and vegetation belts.</p> <p>Task 1 In mixed ability pairs chn to match the biomes with the climates. (5 mins)</p> <p>Task 2 In mixed ability pairs chn to complete the rucksack activity sheet where they write items that they would take with them to the Amazon- considering climate etc (5 mins) feedback to class.</p> <p>Task 3 In mixed ability groups children to create a weather forecast for Brazil (which forms part of the Amazon rainforest) using the worksheet provided (1 per group and then photocopy) Chn to refer to biomes/ climate/ vegetation belts.</p> <p>Chn to perform their forecast to rest of class time permitting.</p> | <p>Power point</p> <p>Worksheet</p> |


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| <p>Geography 6</p> | <p>*Begin to ask/initiate geographical questions.</p> <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Investigate places and themes at more than one scale</p> <p>*Begin to collect and record evidence</p> <p>*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> | <p>Collect and analyse with a range of data gathered through experiences of fieldwork.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world.</p> | <p><u>LO: To compare different types of forests</u></p> <p>Tell chn that the rainforest in a biome. Share power point to explain what a biome is.</p> <p>Discuss what rainforest The Great Kapok Tree is set in. Share power point to slide 8 which explains the activity.</p> <p>Share Forest fact sheet as a class.</p> | <p>The Great Kapok tree</p> <p>Power point</p> <p>Fact sheet</p> |
| <p>Geography 7</p> | <p>*Begin to ask/initiate geographical questions.</p> <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> | <p>Collect and analyse with a range of data gathered through experiences of fieldwork.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world.</p> | <p>FREE WRITE</p> <p>Recap The Great Kapok Tree story. Explain that persuasive devices are tools that a writer can use when he or she is writing to persuade somebody to do something.</p> <p>Show pupils the letter from Resource F from the Macaw to the man. Discuss the persuasive devises used.</p> <p>Ask pupils to write their own persuasive letter from a rainforest animal looked at in the last lesson to the man in the story explaining why the rainforest is important to that particular animal.</p> | <p>The Great Kapok tree</p> <p>Resource F</p> |


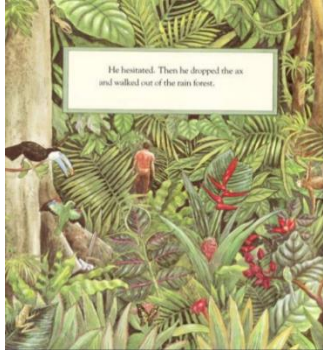
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| <p>Geography 8</p> | <p>*Begin to ask/initiate geographical questions.</p> <p>*Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Investigate places and themes at more than one scale</p> <p>*Begin to collect and record evidence</p> <p>*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> | <p>Collect and analyse with a range of data gathered through experiences of fieldwork.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world.</p> | <p><u>L.O. To explain the impact humans are having on rainforests</u></p> <p>Ask chn. questions about pictures on the power point 1.</p> <ol style="list-style-type: none"> 1) What do you see when you look at these images? 2) What do you think has happened to the animals, insects and plants that used to live there? <p>Lead chn. to understand that deforestation has occurred.</p> <p>Show chn definition and video of deforestation http://www.bbc.co.uk/education/clips/zfp34wx</p> <p>Ask chn. if they know any reasons for deforestation.</p> <p>Explain that trees are cut down to make paper and wood for fire; farmers clear land to make space for plants; and areas are flattened for new roads.</p> <p>Show powerpoint 2.</p> <p>Discuss the ending to The Great Kapok Tree and what would have happened if the man had cut down the trees.</p> <p>Children to write 2 short diary entries - 1 about the rainforest before deforestation and 1 for after deforestation. Chn to write it as if they were visiting the Amazon.</p> | <p>Power point</p> <p>The Great Kapok Tree</p> <p>Website</p> <p>Sheet</p> |
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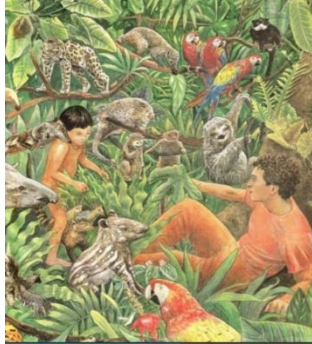
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| <p>Geography 9</p> | <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> | <p>Collect and analyse with a range of data gathered through experiences of fieldwork.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world.</p> | <p><u>L.O. Understand the similarities and differences between our lives in the UK and those of people in Amazon tribes.</u></p> <p>Recap story of the <i>Great Kapok Tree</i>. Focus on the boy in the story. What does he wear? Explain he belongs to a tribe. Share powerpoint on tribes.</p> <p>Children to write similarities and differences between us and the the tribe and then answer comprehension questions.</p> | <p>Work sheets</p> <p>The Great Kapok Tree</p> |
| <p>Geography 10</p> | <p>*Use 4 compass points to follow/give directions:</p> <p>*Use letter/no. co-ordinates to locate features on a map.</p> <p>*Make a map of a short route experienced, with features in correct order;</p> <p>*Make a simple scale drawing.</p> <p>*Know why a key is needed.</p> <p>* Use standard symbols.</p> | <p>Communicate geographical information in a variety of ways, including through maps and writing.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams and globes.</p> | <p><u>LO: To understand the 4 compass point directions</u></p> <p>Discuss compass directions. Why are they needed? Read through and watch videos at: https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdvjjhv https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4</p> <p>Chn to complete sheet activity where they draw different shapes in the squares following the instruction of directions</p> | <p>North, south, east west cards</p> <p>Video</p> <p>Differentiated work sheets</p> |

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| <p>Geography 11</p> | <p>*Use 4 compass points to follow/give directions:</p> <p>*Use letter/no. co-ordinates to locate features on a map.</p> <p>*Try to make a map of a short route experienced, with features in correct order;</p> <p>*Try to make a simple scale drawing.</p> <p>*Know why a key is needed.</p> <p>* Use standard symbols.</p> | <p>Communicate geographical information in a variety of ways, including through maps and writing.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams and globes.</p> | <p><u>LO: To understand how to key onto a map</u></p> <p>Watch power point on map keys and video.</p> <p>Discuss the activity together</p> <p>Chn are to create a key using symbols to create a visitors map of the school and label the map with the key.</p>  | <p>Differentiated work sheets</p> <p>Power point</p> <p>Map of school</p> <p>Differentiated sheet</p> <p>Power point</p> |
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| <p>Geography 12</p> | <p>*Use 4 compass points to follow/give directions:</p> <p>*Use letter/no. co-ordinates to locate features on a map.</p> <p>*Try to make a map of a short route experienced, with features in correct order;</p> <p>*Try to make a simple scale drawing.</p> <p>*Know why a key is needed.</p> <p>* Use standard symbols.</p> | <p>Communicate geographical information in a variety of ways, including through maps and writing.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams and globes.</p> | <p><u>LO: To understand how to use symbols, directions and maps to follow instructions</u></p> <p><u>Watch video</u> https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7</p> <p>In mixed ability pairs chn to be given a map of a rainforest. - A3 size. Chn are to write a set of instructions on how to find a lost tribe in the rainforest.</p> <p>Firstly chn decide on what square the lost tribe will be in.</p> <p>Chn to use compass directions north, south, east and to use symbols (e.g. walk north until you get to the tree symbol and then turn east)</p> <p>Discuss what symbols could be used and make a list together.</p> <p>Then chn can swap maps with another pair and they have to try to find the lost tribe.</p> | <p>Rainforest map</p> <p>Paper to draw symbols and write instructions</p> |
| <p>Art</p> | <p>Design and make pictures and objects in art.</p> <p>Make pictures and objects in art for (different purposes.</p> <p>Produce well-constructed work in art..</p> | <p>Design and make pictures and objects in art.</p> <p>Make pictures and objects in art for (different purposes.</p> <p>Produce well-constructed work in art..</p> | <p><u>To use outline in drawing. To use line to show surface features and details of objects.</u></p> <p><u>Intro:</u></p> <p>Discuss with the chn the focus for art this term - drawing. Discuss with the chn what we need to remember when we are drawing. Remind chn of the sketching they practiced in year 3. How do we sketch? What is important to remember? Look at the picture on the IWB - https://www.slideshare.net/YenTan1/great-kapok-tree slide 5 of 21.</p> <p>Discuss the outline of the tree trunk, snake and large leaf with the chn. How will we get these shapes? Discuss the position of the pencil.</p> <p><u>Activity:</u></p> <p>Chn to copy sections of the picture on the IWB to practice sketching an outline. Complete in art sketch books.</p> <p><u>Plenary:</u></p> <p>Chn evaluate their work with a partner.</p> | <p>Building on pencil work from Autumn term.</p> <p>https://www.slideshare.net/YenTan1/great-kapok-tree</p> <p>HB Pencils</p>  |

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| <p>Art</p> | <p>Use different materials and art techniques to make my artwork. Experiment with different techniques. Think about many features of what I am representing in my artwork and make good choices of materials and techniques to show ideas in my artwork.</p> | <p>Use different materials and art techniques to make my artwork. Experiment with different techniques. Think about many features of what I am representing in my artwork and make good choices of materials and techniques to show ideas in my artwork.</p> | <p><i>To experiment with different grades of pencil and other implements to create lines and marks.</i></p> <p><u>Intro:</u> Remind chn of the sketching skills from the Autumn term. Discuss with the chn the different types of pencils. Discuss the numbering with the chn. What does it mean? Look back at experimenting with pencil grades from the first term.</p> <p>Look at the picture on slide 8 of 21 on https://www.slideshare.net/YenTan1/great-kapok-tree. Discuss the outline of the insects with the chn. Discuss the shading with the chn. How do they think the artist has created this?</p> <p><u>Activity:</u> Chn sketch any of the butterflies/insects from the picture and use different grades of pencils to create the different shades. Complete in art sketch books.</p> <p><u>Plenary:</u> Chn evaluate their work with a partner.</p> | <p>Resources Building on pencil work from Autumn term.</p> <p>https://www.slideshare.net/YenTan1/great-kapok-tree Range of Pencils</p>  |
| <p>Art</p> | <p>Say what I think of different materials and Art techniques and</p> | <p>Say what I think of different materials and Art techniques and</p> | <p><i>To make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</i></p> <p><u>Intro:</u></p> | <p>Resources https://www.slideshare.net/YenTan1/great-kapok-tree</p> |

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| | <p>say what I want to do. Investigate shape, form, space, colour and texture. Investigate visual and tactile qualities in materials and processes.</p> | <p>say what I want to do. Investigate shape, form, space, colour and texture. Investigate visual and tactile qualities in materials and processes.</p> | <p>Introduce the chn to pastels. Show chn how to use them. Reiterate that they need to make sure they use a tiny bit of pastel and then smudge it with their fingers to get the colour. The harder they press the darker the colour etc. On the IWB look at the picture 10 of 21 https://www.slideshare.net/YenTan1/great-kapok-tree. Discuss with the chn the colours used in the different birds. What are the important colours we will need to use today.</p> <p><u>Activity:</u> Chn to sketch any bird and then use the pastels to colour it in. Complete in art sketch books.</p> <p><u>Plenary:</u> Chn to look at where they need to improve their work and write a star and a wish.</p> | <p>Range of Pencils Pastels</p>  |
| <p>Art</p> | <p>Say what I think of different materials and Art techniques and say what I want to do. Use my research to help me make suitable selections of materials for my artwork. I use this information to help me develop ideas for my artwork and choose materials and art techniques, which are suitable for what I want to do. Use the tearing technique in work</p> | <p>Say what I think of different materials and Art techniques and say what I want to do. Use my research to help me make suitable selections of materials for my artwork. I use this information to help me develop ideas for my artwork and choose materials and art techniques, which are suitable for what I want to do. Use the tearing technique in work</p> | <p><i>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</i></p> <p><u>Intro:</u> Introduce chn to collage. What does collage mean? Explain that collage can create a 3-D effect to pictures. What materials do we need for collage etc? Explain to the chn the different types of collage, e.g. tearing, overlapping and layering. Explain that today we are looking at tearing and then demonstrate this. Focus on page 21 of slide share https://www.slideshare.net/YenTan1/great-kapok-tree</p> <p><u>Activity:</u> Provide small groups with leaf outlines. Chn work together to complete the leaf collage using different shades of green paper</p> <p><u>Plenary:</u> Create an art gallery and chn go round and look at each others work.</p> | <p><u>Resources</u> Leaf outlines</p> <p>Range of Papers in different colours (green/red/brown)</p> <p>https://www.slideshare.net/YenTan1/great-kapok-tree</p>  |

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| <p>Art</p> | <p>Say what I think of different materials and Art techniques and say what I want to do. Use my research to help me make suitable selections of materials for my artwork. Develop ideas for my artwork and choose materials and art techniques, which are suitable for what I want to do. Use the overlapping technique.</p> | <p>Say what I think of different materials and Art techniques and say what I want to do. Use my research to help me make suitable selections of materials for my artwork. Develop ideas for my artwork and choose materials and art techniques, which are suitable for what I want to do. Use the overlapping technique.</p> | <p><i>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</i></p> <p><u>Intro:</u> Remind chn of what collage means. What different techniques can they remember? Explain to the chn that today we are looking at overlapping. What does this mean? Model this to the chn. When might we use this technique? Explain to the chn that today they are going to create a rainforest animal picture using collage - overlapping. Focus on page 16 of 21 from slide share.</p> <p><u>Activity:</u> Chn create a rainforest animal picture using overlapping. Chn can use outlines provided or draw own outline if they feel confident.</p> <p><u>Plenary:</u> Create an art gallery and chn go round and look at each others work.</p> <p>Week 6: Complete collages and fit the background and animals together to create a rainforest display</p> | <p>https://www.slideshare.net/YenTan1/great-kapok-tree</p> <p>Animal templates, snakes etc...</p> <p>Range of Papers in different colours</p>  |
| <p>DT</p> | <p>Identify a purpose and establish a criteria for a successful product.</p> <p>Evaluate familiar products</p> | <p>I can look closely I can find relevant features I can draw with detail</p> | <p>To investigate a range of cuddly toys Look at a range of toys discuss as a class how they are different and evaluate the features e.g. shape, size, age range, body parts, fabric, extra features, colour, style etc Look at PowerPoint page example lesson 1. Children draw and label toys and think about the features they have.</p> <p>LA - To draw and evaluate 2 toys MA/HA To draw and evaluate 3or 4 cuddly toys</p> <p>Complete in CC books</p> | <p>PowerPoint Range of toys</p> |

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| <p>DT</p> | <p>Generate ideas for an item considering its purpose and users</p> <p>Identify a purpose and establish a criteria for a successful product.</p> | <p>I can use my imagination I can design 4 different rainforest toys I can label my designs</p> | <p>To design a range of rainforest toys to make Children to use ideas from investigating toys to design 4 rainforest toys. They need to understand they will use a sock or glove as the main part of the toy. Model a design as a whole class thinking about features we evaluated in lesson 1.</p> <p>Complete on Sheet then stick into CC books</p> | <p>Worksheet - lesson 2</p> |
| <p>DT</p> | <p>Make drawings with labels when designing</p> <p>Plan the order of their work before starting</p> | <p>Choose what to make Think of design criteria Make a final detailed design</p> | <p>To finalise a design to make Children to choose from their initial designs the rainforest animal they want to make. Children to complete design criteria sheet. Focus on the materials they will use, what features they want the toy to have and who they are creating the toy for.</p> <p>Discuss what a good toy should be like. Look at examples.</p> <p>Complete sheet then stick in CC books.</p> | <p>Worksheet lesson 3 - design criteria</p> |

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



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| <p>DT</p> | <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Begin to select tools and materials</p> <p>Demonstrate how to cut shape and join fabric to make a simple product - Use basic sewing techniques</p> | <p>Sew carefully Thread a needle Add a button</p> | <p>To practice basic sewing skills Children to watch videos of running stitch : https://www.youtube.com/watch?v=k6657ZhHWgI Back stitch : https://www.youtube.com/watch?v=n04ILVqOEjA Attaching a button : https://www.youtube.com/watch?v=MjmUaWkzF-I</p> <p>Practise sewing on small pieces of material. Add a button on etc ready to make their toy</p> | <p>Smartboard slides - lesson 4</p> <p>Needles Thread material</p> |
| <p>DT</p> | <p>Measure mark out and shape with accuracy</p> <p>Join and combine materials and components accurately</p> <p>Demonstrate how to cut shape and join fabric to make a simple product - Use basic sewing techniques</p> | <p>Sew carefully Thread a needle Add a button</p> | <p>To create a rainforest cuddly toy Children use their designs and skills practised in session 4 to create their own cuddly toy. Support where needed - If available ask some year 6 children to come and support with threading needles, attaching buttons etc</p> | <p>Needles Thread material</p> |

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| <p>DT</p> | <p>Evaluate their product against original design criteria</p> | <p>I can evaluate my finished product</p> | <p>To evaluate my finished rainforest cuddly toy Evaluating finished product - Children to refer to their original design criteria and evaluate their final product. What are the strengths/weaknesses of the design? Did they make any changes as they created the product? Complete evaluation sheet and stick photo of finished cuddly toy in box at bottom.</p> | <p>Evaluation sheet Photo of finished cuddly toy</p> |
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