

**St Anne's CEVA  
Primary School**



**Year Groups 1/2  
Terms 3/4  
Curriculum B**

**Learning Theme Big Question:**

**What's the best material for...?**

**Why is this so important?**

To understand how and why things are made

**Other questions worth asking:**

What's it made of?

Is it useful?

How is it made?

Can it be reused and what for?

**What will be your real life project?**

**What matters to children? (Children's questions about the big question)**

**What do we want the children to know? (Knowledge)**

**Links to Main subject NC PoS:**

**Science**

M1 distinguish between an object and the material from which it is made (Y1)

M2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)

M3 describe the simple physical properties of a variety of everyday materials (Y1)

M4 compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)

M5 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)

M6 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)

**Design and Technology**

DT1 work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

DT2 design purposeful, functional, appealing products for themselves and other users based on design criteria

DT3 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT4 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

DT5 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT6 explore and evaluate a range of existing products

DT7 evaluate their ideas and products against design criteria

DT8 build structures, exploring how they can be made stronger, stiffer and more stable

DT9 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their **products**.

**Art**

A1 to use a range of materials creatively to design and make products

**RE:** Why are some stories special?

**Computing:** Toys

**What maths POS can you incorporate?**

identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]

compare and sort common 2-D and 3-D shapes and everyday objects.

**Cultural links**

British values: the rule of law

GRT – celebration of traveller culture- Wooden Wagons

R. Ballin visiting school to lead a session on Traveller homes - Comparing traditional wooden wagons and modern trailers, introducing the terms settled and nomadic, looking at "homes that move".

**How will you incorporate English across the curriculum?**

**Overcoming the monster \***

**Role play**

**Discussion**

**What do we want them to be able to do better? (Key skills and NC skills)**

Identify different materials

Choose materials for purpose

Think outside the box

**What do we want them to be like? (Values, dispositions and attitudes)**

Creative

Resourceful



**How do the children want to celebrate and share their learning? (End of theme celebration of learning)**

Enterprise – Give each child a pound to turn into more!

### What are the big ideas? (Concepts and values)

Choosing material for purpose

GRT – homes that move, mobility

### Where can we visit? Who can visit us? (Real life experiences)

Factory

Sainsbury's/Tesco

Bristol Blue Glass

Helicopter Museum

Engineers/Parents who make things

North Somerset Recycling

Traveller support teacher / parent

### What books/films can we use? (High quality literature)

The Lighthouse Keepers Lunch

The Mousehole Cat

The Three Little Pigs

(GRT resources)

My Week

My Year

Houses and Homes

A Time to go Travelling

Melissa To the Rescue

Shaun's Wellies

Ruby's Rabbits

Hen's Grand Day Out

Come Count With Me

Do Princesses Wear Trainers

### What can we make?

Resources to go into the role-play area

Recycled models

Creations to sell

Wooden wagons

### What can we use? (High quality resources)

Examples of different materials

Traveller Photo Library in T drive

Crystal's Vardo materials

Loan from GRT support (R Ballin): •Wooden Trailer, Homes Resource Pack, Melissa To The Rescue story sack

### What big words will we use? (High level vocabulary)

Transparent      Settled

Translucent

Absorbent

Purpose

Waterproof

Hard

Soft

Stiff

Shiny

Dull

Nomadic

### What can we collect? (Tactile display to aid learning)

Variety of materials

Wooden wagons

A class display of a traditional wooden wagons has been suggested.

### What can our role-play area be? (Outdoor imaginative play)

3 Little Pigs Workshop

Builders Yard

Play area to represent nomadic home

### What did the children think? (Review)

### What do they need next/more of? (Extend during next learning theme)

### What will I do next time to make this learning theme even better? (Develop)