

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: Rainforests		Term: Summer	Year Group: 3
British Values/Rights: We respect the culture and beliefs of others.			
Visits/Visitors: Dudley Zoo			
Wow Starter: Musical instruments to create sounds of the rainforest. Hey Dumba - traditional Brazilian song			
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...	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.	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	
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	Maths links: Measures (linked to DT)	E-Safety: Covered in Autumn term	Other curriculum links: music/computing/PSHE: Knowledge: To learn musical words Skills: To sing in tune with expression Music - songs from the jungle book

Subject Area	Skill	Knowledge	Activity (including resources if applicable)		Resources
Geography 1	<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.</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 The Great Kapok Tree. 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? 	<p>SEN:</p> <p>Teacher support and Tree resource.</p> <p>GDS:</p> <p>Ask them to make links to other works of fiction containing great or magical trees and to make a list of as many as they can think of. A few examples are: The Magic Faraway Tree, Harry Potter and the Chamber of Secrets, The Minpins, The Magician's Nephew, The Lorax.</p>	The Great Kapok Tree

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	(e.g. whilst orienteering)		<p>- Which of the rainforest animals are familiar? Which ones would you like to know more about?</p> <p>- What are the different layers of the rainforest?</p> <p>Pupils to create their own 'great' rainforest tree that could be at the setting of a new dilemma story and to record their ideas in books in a spider diagram. SEN use 'TREE' resource. Pupils should use their information maps to help them to create their new tree and to answer the questions about its location and inhabitants</p>		
Geography 2	*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	<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></p> <p>Children to talk about what they already know about 'Ancient Greece'</p> <p>Read info who were the ancient greeks on https://www.bbc.com/bitesize/topics/z87tn39</p> <p>Task</p> <p>Complete 'What I already know' and 'What I would like to know' statements into books.</p>	SEN:	Worksheets
				<p>1 star sheet</p> <p>GDS:</p> <p>3 star sheet</p>	
	Use different materials and art techniques	Use different materials and art techniques	<p><u>Intro:</u></p> <p>Recap the different layers of the rainforest covered in CC session 2 : Emergent, Canopy, Understory, Forest</p>	SEN: Mixed ability pairs	<p>Wax crayons</p> <p>Pencil crayons</p> <p>Felt tips</p>

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<p>Art display session</p>	<p>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>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>floor. Discuss the types of animals that might live in each layer. Read PowerPoint to remind children of different layers <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. <u>Plenary:</u> Create an art gallery and chn go round and look at each other's work</p>	<p>GDS: Mixed ability pairs</p>	<p>Pastels Water colour paints A3 paper</p>
<p>Geography 3</p>	<p>*Use books, stories, atlases, pictures/photos and internet as sources of information. *Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) *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>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. Focus: Brazil</p>	<p><u>L.O T o locate the rainforests of the world.</u> 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? Talk as a class about where in the world they are. Can anyone name any of these countries? Chn to colour in the rainforests on their own world map. Chn use an atlas to locate the countries. (Take photos for Geography floor book) EXT: find the tropic of cancer and Capricorn. Northern/southern hemisphere and equator. (Watch powerpoint)</p>	<p>SEN: Mixed ability pairs GDS: Mixed ability pairs</p>	<p>Power point Maps, Blank maps, Atlases, Powerpoint</p>

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	*Follow a route on a large scale map.				
Geography 4	<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. In mixed ability groupings children to create a weather forecast for Brazil (which forms part of the Amazon rainforest) Children to prepare and perform a weather report to the rest of the class referring to climate, vegetation belts and biomes. Take picture for CC books.</p>	SEN: Peer support	<p>Power point</p> <p>weather word mat and symbols and map of brazil on IWB.</p>
				GDS: Share knowledge in mixed ability pairs.	
Geography 5	<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</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. Share Forest fact sheet as a class.</p>	SEN: Differentiated sheets	<p>The Great Kapok tree</p> <p>Power point</p> <p>Fact sheet</p>
				GDS: Differentiated sheets	

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	<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>	features of the world.			
Geography	<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 devices 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>	SEN: Independent write	<p>The Great Kapok tree</p> <p>Resource F</p>
				GDS: Independent write	
Geography	<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><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</p>	SEN: Sheet to write on	Power point The Great Kapok Tree
				GDS: Independent	Website Sheet


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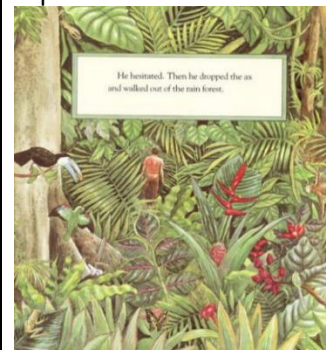
	<p>*Investigate places and themes at more than one scale</p> <p>*Begin to collect and record evidence</p> <p>*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Understand the processes that give rise to key physical and human geographical features of the world.</p>	<p>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 play the role of one of the animals from the forest and write an alternative ending to The Great Kapok Tree that ends in deforestation.</p>		
Geography	<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 Great Kapok Tree. Focus on the boy in the story. What does he wear? Explain he belongs to a tribe.</p> <p>Share powerpoint on tribes.</p> <p>Children to answer differentiated comprehension questions on tribes.</p>	SEN: 1 star sheet	<p>Work sheets</p> <p>The Great Kapok Tree</p>
				GDS: 3 star sheet	
Geography	<p>*Use 4 compass points to follow/give directions:</p>	<p>Communicate geographical information in a variety of ways, including through maps and writing.</p>	<p><u>LO: To understand the 4 compass point directions</u></p> <p>Discuss compass directions. Why are they needed?</p> <p>Watch video at https://www.youtube.com/watch?v=f2I81_BFb-s</p>	SEN:	<p>North, south, east west cards</p> <p>Video</p> <p>Differentiated work sheets</p>
				<p>Differentiated sheet</p> <p>GDS:</p>	

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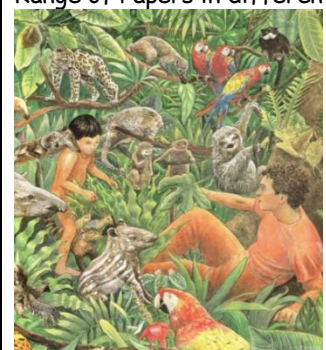
	<p>*Use letter/no. co-ordinates to locate features on a map.</p> <p>*Make a map of a short route experienced, with features in correct order;</p> <p>*Make a simple scale drawing.</p> <p>*Know why a key is needed.</p> <p>* Use standard symbols.</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams and globes.</p>	<p>Get children to stand up and turn to face the way of the directions called (north, south, east, west) (teacher label the classroom with call cards)</p> <p>Chn to complete sheet activity where they draw different shapes in the squares following the instruction of directions</p>	<p>Differentiated sheet</p>	
Geography	<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.</p> <p>Discuss the activity together</p> <p>Chn are to create a key using symbols to create a visitors map of the school.</p>	<p>SEN:</p> <p>Differentiated sheet</p>	<p>Differentiated work sheets</p> <p>Power point</p> <p>Map of school</p>
				<p>GDS:</p> <p>Differentiated sheet</p>	<p>Differentiated sheet</p> <p>Power point</p>

<p>Geography</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>In mixed ability pairs chn to be given a map of a rainforest. 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 swop maps with another pair and they have to try to find the lost tribe.</p>	<p>SEN:</p> <p>Mixed ability pairs</p> <p>GDS:</p> <p>Mixed ability pairs</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. 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>SEN:</p> <p>Work as a group to focus on sketching skills.</p> <p>GDS:</p> <p>Independent work</p>	<p>Building on pencil work from Autumn term.</p> <p>https://www.slideshare.net/YenTan1/great-kapok-tree</p> <p>HB Pencils</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> Chn evaluate their work with a partner.</p>		
Art	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.	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><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. 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>	SEN: Discuss their work with a partner as they go along.	<p>Resources Building on pencil work from Autumn term.</p> <p>https://www.slideshare.net/YenTan1/great-kapok-tree</p> <p>Range of Pencils</p> 
				GDS: Work as a group to produce work and focus on discussing the shades of pencils that are appropriate.	
Art	Say what I think of different materials and Art techniques and say what I want to do.	Say what I think of different materials and Art techniques and say what I want to do.	<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>	SEN: Use given outline and focus on use of pastels.	<p>Resources https://www.slideshare.net/YenTan1/great-kapok-tree</p> <p>Range of Pencils</p>

	Investigate shape, form, space, colour and texture. Investigate visual and tactile qualities in materials and processes.	Investigate shape, form, space, colour and texture. Investigate visual and tactile qualities in materials and processes.	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. <u>Activity:</u> Chn to sketch any bird and then use the pastels to colour it in. Complete in art sketch books. <u>Plenary:</u> Chn to look at where they need to improve their work and write a star and a wish.	GDS: If finished draw background on picture.	Pastels 
Art	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.	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	<i>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</i> <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 <u>Activity:</u> Provide small groups with leaf outlines. Chn work together to complete the leaf collage using different shades of green paper <u>Plenary:</u> Create an art gallery and chn go round and look at each others work.	SEN: Chn use given template and focus on the tearing technique of collage. GDS: Chn to sketch own design and then use collage technique.	<u>Resources</u> Leaf outlines Range of Papers in different colours (green/red/brown) https://www.slideshare.net/YenTan1/great-kapok-tree 

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	Use the tearing technique in work				
Art	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.	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><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>	SEN: Chn use given template and focus on the overlapping technique of collage.	https://www.slideshare.net/YenTan1/great-kapok-tree Animal templates, snakes etc... Range of Papers in different colours
				GDS: Chn to sketch own design and then use collage technique.	
DT	Identify a purpose and	I can look closely	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	SEN: Mixed ability pairs	PowerPoint Range of toys

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	<p>establish a criteria for a successful product.</p> <p>Evaluate familiar products</p>	<p>I can find relevant features</p> <p>I can draw with detail</p>	<p>range, body parts, fabric, extra features, colour, style etc</p> <p>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</p> <p>MA/HA To draw and evaluate 3or 4 cuddly toys</p> <p>Complete in CC books</p>	GDS: Mixed ability pairs	
DT	<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</p> <p>I can design 4 different rainforest toys</p> <p>I can label my designs</p>	<p>To design a range of rainforest toys to make</p> <p>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>	SEN: Teacher support	Worksheet - lesson 2
				GDS: Independent	
DT	<p>Make drawings with labels when designing</p> <p>Plan the order of their work before starting</p>	<p>Choose what to make</p> <p>Think of design criteria</p> <p>Make a final detailed design</p>	<p>To finalise a design to make</p> <p>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>	SEN: Teacher support	Worksheet lesson 3 - design criteria
				GDS: Independent	

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DT	<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>	SEN: Teacher support	<p>Smartboard slides - lesson 4</p> <p>Needles Thread material</p>
				GDS: Independent	
DT	<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>	SEN: Supported by parents	<p>Needles Thread material</p>
				GDS: Supported by parents	

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



DT	Evaluate their product against original design criteria	I can evaluate my finished product	<p>To evaluate my finished rainforest cuddly toy</p> <p>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?</p> <p>Complete evaluation sheet and stick photo of finished cuddly toy in box at bottom.</p>	SEN: Teacher support	<p>Evaluation sheet</p> <p>Photo of finished cuddly toy</p>
				GDS: Independent	