

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<b>Title:</b> Rainforests		<b>Term:</b> Summer	<b>Year Group:</b> 3
<b>British Values/Rights:</b> We respect the culture and beliefs of others.			
<b>Visits/Visitors:</b> Dudley Zoo			
<b>Wow Starter:</b> Musical instruments to create sounds of the rainforest. Hey Dumba - traditional Brazilian song			
<p><b>Art:</b> collage  <b>Final outcome:</b> Rainforest collage  <b>Knowledge:</b> 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.'  <b>Skills:</b>                      - Name the tools &amp; materials they have used                      - Experiment with a range of media, eg. Overlapping, layering, etc...</p>	<p><b>DT:</b> Rainforest toys  <b>Final outcome:</b> Children will design and make a rainforest toy  <b>Knowledge:</b> To  <b>Skills:</b>                      Use a variety of techniques, including, quilting, embroidery &amp; applique                      - Name the tools &amp; materials they have used                      - Develop skills in stitching and cutting.                      - Uses contrasting colours in stitching.</p>	<p><b>History/Geography:</b> Geography - Rainforests  <b>Knowledge:</b> 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'  <b>Skills:</b> Use dates and terms related to the study unit and passing of time</p>	
<p><b>English links:</b> Lego Adventure in the jungle  <b>English book study:</b> The Kapok Tree  <b>Cross-curricular writing opportunities:</b> Free write as a rainforest animal writing a letter to the man to tell him not to cut down the rainforest  <b>Additional texts/reading links:</b> Jungle Book</p>	<p><b>Maths links:</b> Measures (linked to DT)</p>	<p><b>E-Safety:</b>                      Covered in Autumn term</p>	<p><b>Other curriculum links: music/computing/PSHE:</b>  <b>Knowledge:</b> To learn musical words  <b>Skills:</b> To sing in tune with expression  <b>Music</b> - songs from the jungle book</p>

Subject Area	Skill	Knowledge	Activity (including resources if applicable)		Resources	
Geography	<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 the processes that give rise to key physical and human geographical features of the world.</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"> <li>- Can you find some of today's rainforests? What do you notice about where they are located?</li> <li>- Are there any continents without rainforests?</li> <li>- Which of the rainforest animals are familiar? Which ones would you like to know more about?</li> <li>- What are the different layers of the rainforest?</li> </ul> <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</p>		<p>SEN:</p> <p>Teacher support and Tree resource.</p> <hr/> <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>	<p>The Great Kapok Tree</p>

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			information maps to help them to create their new tree and to answer the questions about its location and inhabitants		
Geography	*Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	Understand the processes that give rise to key physical and human geographical features of the world.	<p><u>L.O. Understand the different layers of the rainforest</u> Children to talk about what they already know about 'Ancient Greece'</p> <p>Read info who were the ancient greeks on <a href="https://www.bbc.com/bitesize/topics/z87tn39">https://www.bbc.com/bitesize/topics/z87tn39</a></p> <p><b>Task</b> Complete 'What I already know' and 'What I would like to know' statements into books.</p>	SEN: 1 star sheet	Worksheets
				GDS: 3 star sheet	
Art display session	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><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>	SEN: Mixed ability pairs	Wax crayons Pencil crayons Felt tips Pastels Water colour paints A3 paper
				GDS: Mixed ability pairs	
Geography	*Use books, stories, atlases, pictures/photos and internet as sources of information.	Develop contextual knowledge of the location of globally	<p><u>L.O To locate the rainforests of the world.</u> Chn look at a map of the world with rainforests coloured in. 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.</p>	SEN: Mixed ability pairs	Power point Maps, Blank maps, Atlases, Powerpoint
				GDS:	

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	<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>significant places.</p> <p>Communicate geographical information in a variety of ways, including through maps and writing. Interpret a range of sources of geographical information, including maps, diagrams and globes.</p>	<p>Chn use an atlas to locate the countries. <b>(Take photos for Geography floor book)</b></p> <p>EXT: find the tropic of cancer and Capricorn. Northern/southern hemisphere and equator. <b>(Watch powerpoint)</b></p>	<p>Mixed ability pairs</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>*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>Understand the processes that give rise to key physical and human geographical features of the world.</p>	<p><u>LO: To explain the meaning of climate</u></p> <p>Share power point as a class.</p> <p>In mixed ability groupings children to create a weather forecast for Brazil (which forms part of the Amazon rainforest)</p> <p>Children to prepare and perform a weather report to the rest of the class.</p>	<p>SEN: Peer support</p> <hr/> <p>GDS:  Share knowledge in mixed ability pairs.</p>	<p>Power point</p> <p>weather word mat and symbols and map of brazil on IWB.</p>

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	*Begin to collect and record evidence				
Geography	<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. 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	
Geography	*Begin to ask/initiate geographical questions.	Collect and analyse with a range of data gathered through experiences of fieldwork.	<b>FREE WRITE</b> 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.	SEN: Independent write	The Great Kapok tree Resource F

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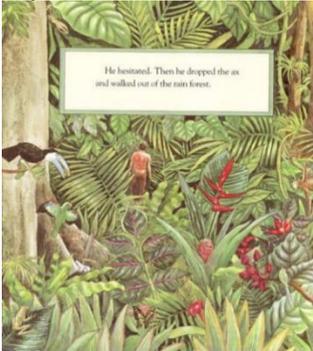
	*Use books, stories, atlases, pictures/photos and internet as sources of information.	Understand the processes that give rise to key physical and human geographical features of the world.	Show pupils the letter from Resource F from the Macaw to the man. Discuss the persuasive devices used. Ask pupils 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.	GDS: Independent write	
Geography	*Begin to ask/initiate geographical questions.  *Use books, stories, atlases, pictures/photos and internet as sources of information.  *Investigate places and themes at more than one scale  *Begin to collect and record evidence  *Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Collect and analyse with a range of data gathered through experiences of fieldwork.  Understand the processes that give rise to key physical and human geographical features of the world.	<u>L.O. To explain the impact humans are having on rainforests</u>  Ask chn. questions about pictures on the power point 1. 1) <i>What do you see when you look at these images?</i> 2) <i>What do you think has happened to the animals, insects and plants that used to live there?</i> Lead chn. to understand that deforestation has occurred.  Show chn definition and video of deforestation <a href="http://www.bbc.co.uk/education/clips/zfp34wx">http://www.bbc.co.uk/education/clips/zfp34wx</a> Ask chn. if they know any reasons for deforestation. 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. Show powerpoint 2. Discuss the ending to The Great Kapok Tree and what would have happened if the man had cut down the trees. 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.	SEN:  Sheet to write on	Power point  The Great Kapok Tree
				GDS:  Independent	Website  Sheet
Geography	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures,	Collect and analyse with a range of data gathered through experiences of fieldwork.	<u>L.O. Understand the similarities and differences between our lives in the UK and those of people in Amazon tribes.</u>  Recap story of the Great Kapok Tree. Focus on the boy in the story. What does he wear? Explain he belongs to a tribe. Share powerpoint on tribes.	SEN: 1 star sheet	Work sheets
				GDS: 3 star sheet	The Great Kapok Tree

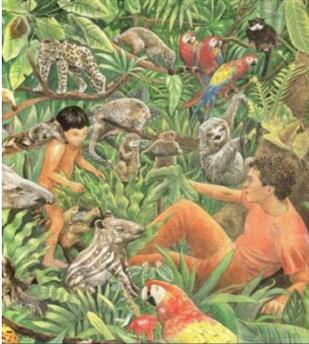
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	temperatures in different locations.	Understand the processes that give rise to key physical and human geographical features of the world.	Children to answer differentiated comprehension questions on tribes.		
Geography	<p>*Use 4 compass points to 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>LESSON ON MAPS/ KEY/ SYMBOLS/ COMPASS POINTS</u></p>	SEN:	
				GDS:	
Art	<p>Design and make pictures and objects in art.</p> <p>Make pictures and objects in art for (different purposes.</p>	<p>Design and make pictures and objects in art.</p> <p>Make pictures and objects in art for (different purposes.</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 - <a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a></p>	<p>SEN:</p> <p>Work as a group to focus on sketching skills.</p> <p>GDS:</p>	<p>Building on pencil work from Autumn term.</p> <p><a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a></p> <p>HB Pencils</p>

	Produce well-constructed work in art..	Produce well-constructed work in art..	<p><a href="#">slide 5 of 21</a>. 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><b>Activity:</b> Chn to copy sections of the picture on the IWB to practice sketching an outline. Complete in art sketch books.</p> <p><b>Plenary:</b> 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><b>Intro:</b> 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 <a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a>. 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><b>Activity:</b> 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><b>Plenary:</b> Chn evaluate their work with a partner.</p>	<p>SEN: Discuss their work with a partner as they go along.</p> <p>GDS: Work as a group to produce work and focus on discussing the shades of pencils that are appropriate.</p>	<p><b>Resources</b> Building on pencil work from Autumn term.</p> <p><a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a> Range of Pencils</p> 
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><b>Intro:</b></p>	<p>SEN: Use given outline and focus on use of pastels.</p>	<p><b>Resources</b> <a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a></p>

	<p>Investigate shape, form, space, colour and texture. Investigate visual and tactile qualities in materials and processes.</p>	<p>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 <a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a>. 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>GDS: If finished draw background on picture.</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 <a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a></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>SEN: Chn use given template and focus on the tearing technique of collage.</p> <p>GDS: Chn to sketch own design and then use collage technique.</p>	<p><u>Resources</u> Leaf outlines</p> <p>Range of Papers in different colours ( green/red/brown)</p> <p><a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a></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. 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> <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. <u>Activity:</u> Chn create a rainforest animal picture using overlapping. Chn can use outlines provided or draw own outline if they feel confident. <u>Plenary:</u> Create an art gallery and chn go round and look at each others work. <b>Week 6:</b> Complete collages and fit the background and animals together to create a rainforest display</p>	<p>SEN: Chn use given template and focus on the overlapping technique of collage.</p>	<p><a href="https://www.slideshare.net/YenTan1/great-kapok-tree">https://www.slideshare.net/YenTan1/great-kapok-tree</a> Animal templates, snakes etc... Range of Papers in different colours</p> 
<p>DT</p>	<p>Identify a purpose and establish a criteria for a successful product.  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.  LA – To draw and evaluate 2 toys MA/HA To draw and evaluate 3or 4 cuddly toys  Complete in CC books</p>	<p>SEN: Mixed ability pairs</p>	<p>PowerPoint Range of toys</p>
<p>GDS: Chn to sketch own design and then use collage technique.  GDS: Mixed ability pairs</p>					

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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 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:	Worksheet – lesson 2
				GDS:	
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 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. Discuss what a good toy should be like. Look at examples.</p> <p>Complete sheet then stick in CC books.</p>	SEN:	Worksheet lesson 3 – design criteria
				GDS:	
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</p> <p>Thread a needle</p> <p>Add a button</p>	<p>To practice basic sewing skills</p> <p>Children to watch videos of running stitch : <a href="https://www.youtube.com/watch?v=k6657ZhHWgl">https://www.youtube.com/watch?v=k6657ZhHWgl</a></p> <p>Back stitch : <a href="https://www.youtube.com/watch?v=n04ILVqOEjA">https://www.youtube.com/watch?v=n04ILVqOEjA</a></p> <p>Attaching a button : <a href="https://www.youtube.com/watch?v=MjmUaWkzF-I">https://www.youtube.com/watch?v=MjmUaWkzF-I</a></p> <p>Practise sewing on small pieces of material. Add a button on etc ready to make their toy</p>	SEN:	Smartboard slides – lesson 4 Needles Thread material
				GDS:	
DT	Measure mark out and shape with accuracy	Sew carefully	To create a rainforest cuddly toy	SEN: Supported by parents	Needles Thread

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	<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><b>Thread a needle</b> <b>Add a button</b></p>	<p>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>GDS: Supported by parents</p>	<p>material</p>
DT	<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?</p> <p>Complete evaluation sheet and stick photo of finished cuddly toy in box at bottom.</p>	<p>SEN:</p> <hr/> <p>GDS:</p>	<p>Evaluation sheet</p> <p>Photo of finished cuddly toy</p>