**Project Phases**

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| **Focus 1** | Boat-Toot the Tugboat |
| **Focus 2** | Train- Thomas the Tank Engine |
| **Focus 3** | Helicopter- Budgie |
| **Focus 4** | Horse- Cinderella’s Horse |
|  | Half Term |
| **Focus 4** | Horse- Cinderella’s Horse (continued) |
| **Focus 5** | Digger-Scoop |
| **Focus 6** | Making new transport character and exhibition |

**Essential Question: If you were a transport character what would you be?**

**Project: To make a new transport character.**

**Exhibition: Exhibit our new transport characters, class art piece created throughout, dance quiz from P.E.**

**Enhancements: Visit to the Hull transport museum. Transport to visit school. Drone visit.**

**Project Based Learning Timeline**

Hazel

Term 1

2015-2016

**Hook**

We will watch Toot the Tugboat- the children will then have a challenge of creating their own boats that float!

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| **Focus 1**  **Boat- Toot the Tugboat** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Dance performance for boat.   |  |  |  | | --- | --- | --- | | **Basic**  What movements does a boat make? | **Advancing**  How could you create movements like the boat using your body? | **Deep**  Which dance is the best to show the movement of a boat and why? |   Boat inspired artwork piece.   |  |  |  | | --- | --- | --- | | **Basic**  What shapes can you see in the painting? | **Advancing**  Which shapes will you use to paint a boat? | **Deep**  What do you think your partner has chosen to use those colours/shapes? |   **Subjects, opportunities and activities**:  Maths- Use and apply in practical contexts a range of measures. Capacity investigations- comparing and ordering volume- standard and non-standard units of measurement.  English- Write labels. Labelling parts of a boat.  Science- Light- Look at sources and reflections. Lighthouse and sources of light.  Art and Design Skills- Use experiences and ideas as the inspiration for artwork. Creating art piece.  Design and Technology Skills- Make- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Making a boat that can float.  P.E- Perform dances using simple movement patterns. Dance. |
| **Focus 2 Train- Thomas the Tank Engine** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Dance performance for train.   |  |  |  | | --- | --- | --- | | **Basic**  What movements does a train make? | **Advancing**  How could you create movements like the train using your body? | **Deep**  Which dance is the best to show the movement of a train and why? |   Music Piece for theme tune.   |  |  |  | | --- | --- | --- | | **Basic**  What noise does a train make? | **Advancing**  Which instruments would you use to make each noise and why? | **Deep**  Do you think you have chosen the best instrument to make the noise and why or why not? |   **Subjects, opportunities and activities**:  Maths- Explore the properties of shape. What 2D/3D shapes can we see on the train?  English- Write instructions. Making a train salad using shapes.  Science- Humans- Look at growth, basic needs, exercise, food and hygiene. Healthy eating salad.  Music- Make and combine sounds using the inter-related dimensions of music. Thomas theme tune using voices and instruments.  P.E- Perform dances using simple movement patterns. Dance. |
| **Focus 3**  **Helicopter- Budgie** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Dance performance for helicopter   |  |  |  | | --- | --- | --- | | **Basic**  What movements does a boat make? | **Advancing**  How could you create movements like the boat using your body? | **Deep**  Which dance is the best to show the movement of a boat and why? |   Write own stories based on places they have or would visit.   |  |  |  | | --- | --- | --- | | **Basic**  Who is the character in the story and can you draw your own character? | **Advancing**  What kind of character is your helicopter? | **Deep**  Why do you think the author wanted Budgie to be ?????? |   **Subjects, opportunities and activities**:  English- Write stories set in places pupils have been. Story being a helicopter going on a journey.  Geography-Use world maps, atlases and globes. Looking at the locations of places of worship.  Geography—Use aerial photographs. Looking at places of worship and drone aerial work.  R.E- Study other religions of interest to pupils. Looking at places of worship.  Computing- Organise, store, manipulate and retrieve data in a range of digital formats. Drone and Google Maps.  P.E- Perform dances using simple movement patterns. Dance. |
| **Focus 4 Horse- Cinderella’s Horse** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Dance performance for horse.   |  |  |  | | --- | --- | --- | | **Basic**  What movements does a horse make? | **Advancing**  How could you create movements like the horse using your body? | **Deep**  Which dance is the best to show the movement of a horse and why? |   Art piece using a variety of techniques.  **Subjects, opportunities and activities**:  English- Write recounts. Writing about the trip.  History- Significant historical events, people and places in their own locality. Transport we would have used in the past.  Art- Explore a variety of techniques. Creating art piece. Tony Cragg  P.E- Perform dances using simple movement patterns. Dance. |
| **Focus 5 Digger- Scoop** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Dance performance for a digger.  Coding work using Scratch.  **Subjects, opportunities and activities**:  Maths- Use language to describe position, direction and movement. Directions for Scoop to dig holes.  English- Write captions. Sentence structure and grammar.  Computing- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Scratch.  P.E- Perform dances using simple movement patterns. Dance. |
| **Focus 6 Making new transport character and exhibition** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  New transport model.  Finished artwork.  Dance quiz.  **Subjects, opportunities and activities**:  Maths- Explore the properties of shape. Which shapes will be best to make my character?  Design and Technology Skills- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Making character.  Art and Design Skills- Share ideas using, drawing, painting and sculpture. Art piece. |