**Project Phases**

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| **Focus 1** | Shrink Me into Wonderland |
| **Focus 2** | Meet and Greet |
| **Focus 3** | Explore My Way Through Wonderland |
| **Focus 4** | Characterise Me |
| **Focus 5** | Time for Tea (Exhibition prep) |
| **Focus 6** | Wakey Wakey |

**Project Based Learning Timeline**

Year 4

Term 1

2015-2016

**Essential Question: How Can We Recreate Alice’s Wonderland?**

**Project & Exhibition: Design the journey to and create the Mad Hatter’s Tea Party including costumes, props, food, invitations and music.**

**Enhancements: Drama Workshop, Alice in Wonderland book and film, Classroom in the Woods experience.**

**Hook**

Rabbit footprints leading into classroom – identification – branching databases

Box of props – pupils to identify who may have left them

Watch film of Alice in Wonderland

Create immersive environment – playing cards, top table (cups, cakes, plates etc.), their own footprints.

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| **Focus 1**   |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome: As mathematicians pupils will create mini-versions of themselves.**

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| **Basic**What is 10mm in cm? | **Advancing**Can you explain the rule for converting from mm to cm and vice versa? | **Deep**How can you prove this is an accurate scaled down version of you? |

**As artist’s pupils will create their own Neri inspired paintings.**

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| **Basic**What are the features of this Neri painting? | **Advancing**What does this painting have in common with Alice’s wonderland? | **Deep**I like this painting. Do you? Why? |

**As poets pupils will create poems that convey an image.**

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| **Basic**What other synonyms can you use for ‘small’? | **Advancing**What image does this poem create? | **Deep**Can you critique the class poem? |

**Subjects and Opportunities**:Maths - Use and apply measures to increasingly complex contexts.Art - Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Art - Improve mastery of techniques.Poetry - Write poems that convey an image (simile, word play, rhyme and metaphor). **Activities:**Pupils make measurements of themselves. They learn to scale measurements down in order to create mini-versions of themselves.Pupils investigate the artwork of Neri and use watercolours to create their own Neri / Alice in Wonderland inspired pieces. Pupils write poems about shrinking / being small in comparison to their world around them. |
| **Focus 2**  |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome: As writers the pupils will write a justified argument- who they would prefer to have in their version of Alice’s Wonderland (Cheshire Cat or Caterpillar)**

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| **Basic**Describe the characteristics of the Cheshire Cat and the Caterpillar. | **Advancing** Explain which character you would take advice from and why. | **Deep**What do you need to include in your argument? |

**Subjects and Opportunities**:Writing - Write arguments.Reading - Take part in conversations about books.Reading - Listen to and discuss a wide range of texts.Computing - Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals.Computing - Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Science - Look at the effect of diet and exercise and drugs. **Activities:**Read character descriptions and watch film clips to create a perception of the characters Cheshire Cat and Caterpillar. Use drama to explore the character traits of each one. Make justified decisions about which character they would like in their version of Alice’s Wonderland. Pupils look at how smoking affects health through the character of the Caterpillar.Pupils use ScratchJr to create a journey through Wonderland as either the Cheshire Cat or Caterpillar (superimposing themselves). |

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| **Focus 3**   |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** **As scientists the pupils will design a new plant and its location in Wonderland**

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| **Basic**Label the parts of your new plant. | **Advancing**Give 3 reasons for your plants location. | **Deep**How can you ensure your plant will thrive? |

**As writers the pupils will write instructions from the rabbit hole to the plants location**

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| **Basic**Can you recognise the features of an instructional text? | **Advancing**Explain which set of instructions is most helpful and why. | **Deep**Mrs … has written a set of instructions. Can you critique and give her feedback? |

**Subjects and Opportunities**:Science - Look at adaptation to environments.Science - Look at classification of plants.Geography - Use the eight points of a compass, four-figure grid references, symbols and keys. Maths - Describe position, direction and movement in increasingly precise ways. Computing - Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. Writing - Write instructions.P.E. - Take part in outdoor and adventurous activity challenges both individually and within a team.**Activities:** Pupils investigate existing plants, through classifications and adaptation to the environment, and design their own. Pupils explore position and direction in order to determine a new location for their plant. They will write instructions for how to get to this location from the rabbit hole. They will use computer programs such as A.L.E.X. and Kodable to familiarise themselves with position vocabulary. Pupils will also be learning orienteering skills. |

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| **Focus 4**  |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** **As writers the children will create a new character and continue the story of Alice in Wonderland.**

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| **Basic**What are the features of an adventure story? | **Advancing**Which story techniques do you think are effective? | **Deep**What will you need to include in your continuation scene? |

**Subjects and Opportunities**:Writing - Write stories of adventure.Communication - Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.Computing - Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals.Reading - Read and listen to whole books. **Activities:** Drama Workshop to investigate existing main characters in preparation for writing their own story. Pupils create a new character and use puppet pals to orally rehearse the next section of the story. Pupils write a continuation of the story. |

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| **Focus 5**  |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome: As designers the pupils will recreate their version of Alice’s Wonderland**

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| **Basic**Describe how to make a jam tart. | **Advancing**Explain what a healthy and varied diet is. | **Deep**Is eating a jam tart being healthy? |

**Subjects and Opportunities**:DT - develop design criteria to inform the design of functional and appealing products that are fit for purpose, aimed at particular individuals or groups. DT - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. DT - understand and apply the principles of a healthy and varied diet.Music - Improvise and compose music using the inter-related dimensions of music separately and in combination. Poetry - Learn by heart and perform a significant poem**Activities:**Pupil create pieces of music to symbolize each character and recreate Wonderland atmosphere.Pupils make jam tarts using instructional texts. They learn about how to eat a varied diet and its importance in keeping them healthy.Pupils will make props for the Mad Hatter’s tea party. |

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| **Focus 6 (AFTER EXHIBITION)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome: Wakey Wakey**

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| **Basic**Give an example of a dream | **Advancing** | **Deep**Do dreams have meanings? |

**Subjects and Opportunities**:R.E. - Study the beliefs, festivals and celebrations of Christianity.**Activities:** Pupils explore the beliefs surrounding dreams and their link to morals and values. |