

### What I already know...

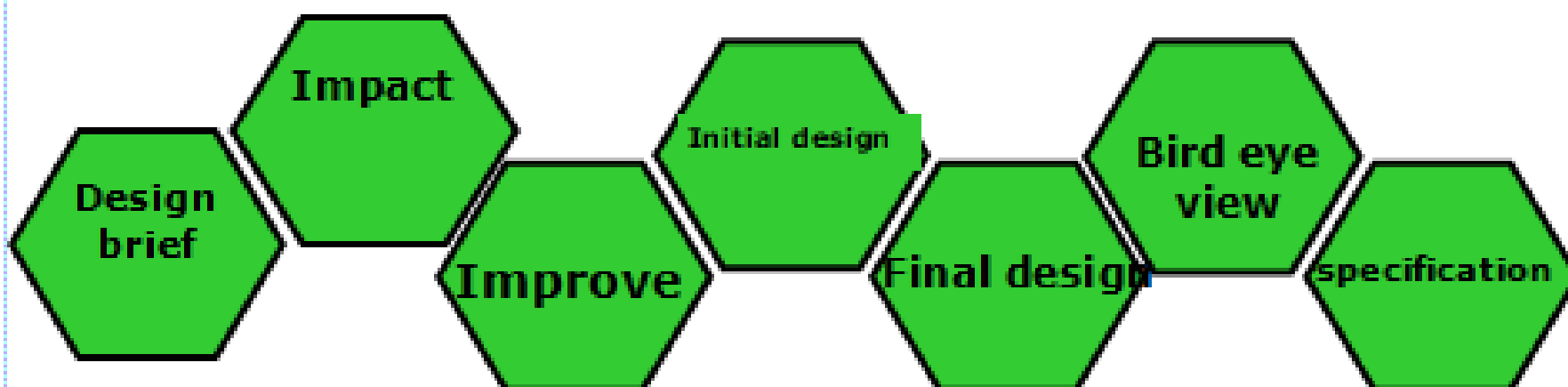
- how to annotate a design with labels (Yr2)

- how to use consumer feedback to create a final design (Yr2/Yr3)

-to recognise what I would improve about my product (Yr2)

- how to design for a target market  
Yr 3 'Healthy Me'

### Key Vocabulary



# Ground Force

Become a green fingered team of gardening experts! Use your knowledge of plants and flowers and your DT skills to collaborate to design and implement a new area for the school grounds.



### I will learn...

- = How to use **research** and a **specification** to inform my **design** ideas.
- = To begin to **compare** the final improvements to my **final design**
- = to **evaluate** how well I completed my improvements in the grounds

### Our Personal Skills

#### **To collaborate**

Children will learn how to work collaboratively in teams to create a final design for the school grounds.

#### **To care**

Children will learn why it is important to care for our environment and the impact it has if we do not look after it.

# Year 3 Project Overview—Ground Force



## **Project: Ground Force**

*Year 3 will be grabbing their spade and gardening gloves and becoming design engineer gardeners to help improve our school grounds. We will be using our DT skills to learn all about the design cycle, from design briefs and specifications to creating initial and final designs. We will also be using our science knowledge to learn all about plants to help us understand what we need to do when improving the grounds.*

**HOOK:** Exploring the grounds

**OUTCOME:** Grand opening

## **Driving Subject: DT**

- **Research**– children will be given a design brief to improve the school grounds and in teams, they will undertake research to look at different ways the grounds can be improved.
- **Design**– children will create initial designs which meet the design brief and specification for the grounds they are improving.
- **Evaluation**– children will learn to reflect on initial designs and collaborate as a team to choose their teams final design.
- **Design**– children will create their final design as a team and using this work together to improve their chosen part of the school grounds.

## **Applied Literacy:**

- Letter writing to explain to Mrs Hixon why and how they want to improve the grounds.
- Science– explanation on how pollination works

## **Applied Mathematics:**

- Perimeter and area when creating a map of the school grounds.
- measuring and converting in cm and mm—measuring plants for germination lesson

## **Curriculum Links:**

### **Science– Plants**

- to explore requirements of plants for life and growth.
- to be able to identify and describe the functions of different parts of flowering plants.
- to investigate the way water is transported within plants.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## **Personal Skills & SMSC**

### **To collaborate**

Children to learn all about how to collaborate in their Ground Force team. They will learn how to take turns, listen to each other and combine ideas when creating their final designs.

### **Moral**

Children learn about why it is important to look after our local environments and the impact it can have if we don't.

## **Community links/Enterprise/Experiences:**

Landscaper from the community to come and talk to the children about how she maintains the grounds.

PTFA to support the children when Planting.

## **Pupil Premium Curriculum Enhancement:**

Children to be SJS 'Grounds Keepers' and help Mr Davie with the upkeep on the school grounds. They will be in charge of looking at rainfall, temperature and weather.