

# Project Design: Overview

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| <b>Vincentian Value:</b> We believe in practical hands on hard work and learning from our mistakes. | <b>Teachers:</b> Miss Doherty, Miss Inglis, Miss Costello |
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| <b>Driving Question:</b> How do our mistakes help us to learn? | <b>Year Group:</b> Year 1 Year 2 |
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| <b>STEM/Cultural/Wellbeing:</b> | <b>Duration:</b> Autumn Term |
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**Project Summary for school website** (include student role, issue, problem or challenge, action taken and purpose/beneficiary)

Our project this term is ‘Living and Learning.’ The aim of this project is to enable the children to answer our driving question ‘**How do our mistakes help us to learn?**’ Throughout this topic we will be focusing on our Vincentian value ‘We believe in practical hands on hard work and learning from our mistakes. The children will gain a deeper insight into how mistakes enable us to be a better learner and how hard work and perseverance help us to achieve our personal goals and support others along the way.

The children will be given the opportunity to explore a variety of texts to support the English element of our project. They will research significant historical figures, including Albert Einstein and be given the opportunity to explore the best way of making a paper towel holder. We will look at events beyond living memory that are significant nationally or globally. This will include The Great Fire of London and enhance our fire safety learning, highlighting how historical events can have an influence on our practises today.

As we approach the season of Advent the children will be given the opportunity to plan and make Christmas cards, identifying mistakes made along the way and evaluating their improvements. We will be supporting the Catholic Social Teaching Element, Call to family, community and participation by sending these cards to people who may be feeling isolated during this season.

We will study Animals, including Humans in Science, where the children will have the opportunity to explore the human body, investigate the impact exercise has on the body and develop an understanding of the importance of a balanced diet by researching the food groups and creating a ‘healthy plate.’

The children will be given the opportunity to showcase their learning by creating a ‘Growth Mindset’ presentation to showcase to parents and pupils across the school. This will consolidate learning and spread the message and answer to our driving question. All the above will develop and celebrate the children’s new found knowledge of how both hard work and reflecting on mistakes help us to learn, grow and achieve.

**Key Knowledge and Understanding**  
(National Curriculum Objectives)

**English:**

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives.
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils.
- read their writing aloud, clearly enough to be heard by their peers and the teacher

**Science:**

- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Geography:**

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans

**History:**

- Discuss the lives of significant individuals in the past who have contributed to national and international achievements.
- To know about events beyond living memory that are significant nationally or globally.

**Art/DT:**

- Use a range of materials creatively to design and make products.

**UNRC Articles to be covered**

Article 28, We all have the right to Education.  
 Article 6-We all have the right to life and to be healthy.  
 Article 13-We all have the right to share our views.

**Key texts to be studied**

Little Red Riding Hood  
 The boy who cried Wolf  
 The Girl who never made Mistakes.

**Significant people to be studied**

Albert Einstein

**Success Skills (to be taught and assessed)**

Critical Thinking/Problem Solving

Self-management

Collaboration

Other

**Catholic Social Teaching Element:**

| Life and dignity of the human person | Call to family, community and participation | Rights and Responsibilities | Option for the poor and vulnerable | Dignity of work and rights of workers | Solidarity | Care for God's Creation |
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**UTOPIA (KA2 Erasmus Project) Element:**

**Developing skills for Cross Curricular teaching in an outdoor and/or community based environment.**

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| Community Based Evidence<br><br>Children sharing their presentations with others. | Outdoor Learning Evidence<br>Entry event to take place outdoors.<br>Forest learning.<br>Geography – opportunities to explore different physical geographies. | What 21 <sup>st</sup> Century Skills are you developing?<br><br>Critical thinking | Cross Curricular Evidence<br><br>Project based learning approach to learning. |
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**Entry Event**

Have the classroom set us as a scene from Little Red Riding Hood. (Red clothing, a basket, ransom notes from the Wolf, missing posters) Read a letter to the class from Little Red Riding Hood's mum. Ask children to discuss. Hot seat character. Discuss the events that occurred to result in this scene. Storytelling session using a story sack. Questions to determine children understanding of 'mistakes' Brainstorm ideas to feed KWL grid.

**Products – Individual**

PowerPoint presentation  
 Christmas Cards

**Products – Team**

- Design and make a paper towel holder. (Albert Einstein) Work together to plan. Choose 3 designs, make and find out which one works best, Evaluate.
- Discussing and debating stories heard.

| <b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at the end of the project)  |   |                     |  |
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| The children will be given the opportunity to plan and create a presentation with a message which will be presented and shared with other children and parents in the form of a PowerPoint presentation. This will consolidate learning and enable the children in KS1 to develop in confidence by showcasing their work to others, spreading the message and answer to our driving question to other children in the school and families. |   |                     |  |
| <b>Resources Needed</b> (include human resources, facilities, equipment, materials, community resources)   |   |                     |  |
| Teacher / TA<br>Classroom / outdoor space/forest<br>Transitional art resources<br>Flip cameras<br>DT equipment.  |   |                     |  |
| <b>Reflection Methods</b> (include how the individual, team and/or whole class will reflect during/at end of project)  |   |                     |  |
| Journal/Learning log   | / | Focus Group         |  |
| Whole class discussion   | / | Fishbowl Discussion |  |
| Survey   |   | Other:              |  |

## Project Design: Student Learning Guide

| <b>Project: Living and Learning</b>   |  |   |
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| <b>Driving Question:</b> How do our mistakes help us to learn?  |  |   |
| <b>Teaching Sequence</b>  | <b>Learning Objectives</b>   | <b>Assessment Checkpoints</b>   |
| <p>Entry Event- To understand the meaning of mistakes.</p> <p><b>What is a mistake?</b></p> <p><b>What is learning?</b></p> <p><b>Can children give an example of a mistake?</b></p> <p><a href="https://drive.google.com/drive/folders/1ZDKUFxrPdMJR6NLV6_q028Q2tfo6rMrR?usp=sharing">https://drive.google.com/drive/folders/1ZDKUFxrPdMJR6NLV6_q028Q2tfo6rMrR?usp=sharing</a></p> | <p>To create a KUW grid</p>  | <p>Can children identify the meaning of our key words and give examples?</p> <p>Can the children identify what they need to know about our project?</p> |
| <p><b>What characters in stories have made mistakes?</b></p> <p><a href="https://drive.google.com/drive/folders/1vx0TPWObwwoskBgxnLpA_Vq7fAm_WTq1?usp=sharing">https://drive.google.com/drive/folders/1vx0TPWObwwoskBgxnLpA_Vq7fAm_WTq1?usp=sharing</a></p>   | <p><b>Who made the mistake?</b></p> <p><b>How could this mistake have been prevented?</b></p> <p>To identify main events from a story.</p> <p>Story sequencing.</p>  | <p>Can the children create a story map?</p>   |
|   | <p>To make predictions about a text</p> <ul style="list-style-type: none"> <li>- Make predictions</li> </ul>   | <p>Can children predict what may happen if Little Red Riding Hood had not....</p>   |
|   | <p><b>How did each character feel about their mistake?</b></p> <p>To describe and compare characters.</p> <ul style="list-style-type: none"> <li>- Character descriptions with a focus on complex adjectives.</li> </ul>   | <p>Can children describe and compare characters, drawing upon looks and personality and mistakes made.</p>  |
|   | <p><b>What do they do to try and rectify it?</b></p> <p>To plan and write an ending.</p> <ul style="list-style-type: none"> <li>- To create story planners</li> <li>- To write a story following a plan.</li> <li>- To change an ending to rectify a mistake.</li> </ul> | <p>Can children plan a new ending?</p> <p>Can children follow their plan to write a story?</p>  |
| <p><b>Was there a character who made a mistake not looking after themselves?</b></p>  | <p>To know the parts of the human body.</p> <ul style="list-style-type: none"> <li>- To identify each body part.</li> </ul>  | <p>Can the children follow a Simon says body part routine?</p> <p>Can the children label a life sized body</p>  |

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| <p><b>What lessons can we learn from their mistakes?</b></p> <p><a href="https://drive.google.com/drive/folders/1nCWtn782s57XD4xifUfITsTcQbLmlAwP?usp=sharing">https://drive.google.com/drive/folders/1nCWtn782s57XD4xifUfITsTcQbLmlAwP?usp=sharing</a></p>  |   | correctly?   |
|  | <p>To describe the basic needs of animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> <li>- To research and identify what we need to stay healthy.</li> <li>- To create a healthy living fact file/report.</li> </ul>  | Can the children describe what humans need to survive?   |
|  | <p>What would be the impact if humans made the mistake of not eating a healthy diet?</p> <ul style="list-style-type: none"> <li>- Watch a video explaining the impact.</li> </ul>   | Can the children explain what would happen if these needs were not met?  |
|  | <p><b>What would happen if we did not practise a healthy active lifestyle (HAL)?</b></p> <p>Read a poem about someone who has made a mistake with HAL to make link.</p> <ul style="list-style-type: none"> <li>- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>- To measure the impact exercise has on the human body.</li> <li>- To create a balanced food plate.</li> </ul> | <p>Can the children measure their heart rate before and after exercise and describe the changes.</p> <p>Can the children identify the food groups?</p> <p>Can the children explain why we need a balanced diet?</p> <p>Can the children explain what will happen if we do not eat a balanced diet.</p> |
| <p><b>What lessons can we learn from people in the past?</b></p> <p>Explain the mistakes they make along the way? How did they rectify these mistakes?</p> <p><a href="https://drive.google.com/drive/folders/1IPyLNZ2aeFXow8gVMlrHU3g2QdPfuFr?usp=sharing">https://drive.google.com/drive/folders/1IPyLNZ2aeFXow8gVMlrHU3g2QdPfuFr?usp=sharing</a></p>                          | <p>To identify changes within living memory:</p> <ul style="list-style-type: none"> <li>- Changes in health guidance</li> <li>- Impact of the Great fire of London <ul style="list-style-type: none"> <li>- Mistakes made and changed it has resulted in e.g. Fire safety, building structures and materials used.</li> </ul> </li> </ul>   | <p>Can the children recount events?</p> <p>Can they explain how the fire started? Can they identify the mistake and discuss how this could have been prevented?</p>  |
|  | <p>To know about events beyond living memory that are significant nationally or globally.</p> <p><b>How have we learnt from mistakes made in the past?</b></p> <ul style="list-style-type: none"> <li>- Recount the events that took place during The Great Fire of London.</li> </ul>  |  |
|  | <p><b>How do these mistakes impact our everyday practise now?</b></p> <p>To create a fire safety poster</p> <ul style="list-style-type: none"> <li>- Highlight fire safety hazards and preventative measures.</li> </ul>  | <p>Can the children use ICT to create a fire safety poster.</p> <p>Can the children explain their learning to another class?</p>   |
|  | <p>To reinforce their sense of place/locational knowledge</p> <ul style="list-style-type: none"> <li>- To identify key physical features of where we live.</li> </ul>   | <p>To create a set of directions to correctly reach a chosen location.</p> <p>Identify and discuss mistakes made.</p>  |
| <p><b>Final outcome:</b></p> <p><b>What would happen if we did not make mistakes?</b></p> <p><b>What is a growth mindset?</b></p> <p><b>Create honesty box for each class</b></p> <p><a href="https://drive.google.com/drive/folders/1vqTrEMnuFS-AyqADszEGuTrNecq4ACXn?usp=sharing">https://drive.google.com/drive/folders/1vqTrEMnuFS-AyqADszEGuTrNecq4ACXn?usp=sharing</a></p> | <p>Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> <li>- Design and make a Mistakes box.</li> </ul>   | <p>Can children plan a design?</p> <p>Can children explain how they created their model??</p> <p>Can children evaluate their product?</p>  |
|  | <p>Reflect on key text. Discuss Learning to inform Powerpoint presentation</p>  |  |
|  | <p><b>Individual and Team products</b></p> <p>Honesty/ mistakes box (DT Model)</p> <p>PowerPoint Presentation- Class presentation. Children to explain their learning journey and answer our driving question.</p>  |  |

