

Final Outcome: We are working towards creating our own ring toss game.

Component 6:

What we will know after this sequence:

What we will know after this sequence:

LQ: Can I evaluate my design?

Children will recognise what went well when making their model.

Children will recognise what would be improved if they made their model next time.

Children will be able to comment on what they like about their design.

Vocabulary:

Evaluation, design, positive, improve, brief, texture, result

How will this feed into my next learning:

Children will use evaluation to design effectively in future designs.

SEN:

Images and key words available.

Improve
I can test my creation, evaluate and improve my design.

Component 4:

What we will know after this sequence:

LQ: Can I paint my ring toss game?

Children will be able to follow their sketch and design.

Children will be able to mix colours to create the desired colour using paint.

Children will be able to paint using a thick brush.

Children will be able to blend paint.

Vocabulary:

Paint, blend, mix, brush, decorate, design

How will this feed into my next learning:

Children will be able to follow their own steps to create and decorate their ring toss game.

SEN:

Images and key words available, step-by-step information available.



Component 5:

What we will know after this sequence:

LQ: Can I decorate my ring toss game?

Children will follow their design.

Children will be able to mix paint to create desired colour.

Children will be able to select suitable paintbrush to achieve their design or pattern.

Vocabulary:

Pattern, design, paint, brush, mix

How will this feed into my next learning:

Children will be able to evaluate their model based on the process.

SEN:

Key words with images available.



Component 3:

What we will know after this sequence:

LQ: Can I create a model ring toss game?

Children will use their chosen materials to create a model.

Children will follow a set of instructions.

Children will follow a design.

Children will test their design.

Vocabulary:

Model, create, make, design, materials, three-dimensional, rigid,

How will this feed into my next learning:

Children will continue to follow their own design in decorating their ring toss game.

SEN:

Images and key words available.



Component 2:

What we will know after this sequence:

LQ: Can I design a ring toss game?

Children will understand the concept of circus games.

Children will sketch their game design using success criteria.

Children will communicate their design and annotate.

Children will be able to annotate their design.

Vocabulary:

Develop, plan, communicate, aesthetics, annotate, two-dimensional, sketch

How will this feed into my next learning:

Children be prepared to bring their design to life.

SEN:

Key words with images available.



Component 1:

We should know:

Some information and events associated with the circus.

What we will know after this sequence:

LQ: Can I research traditional circuses?

Children will be aware of the events that would take place in the circus.

Children will know the games that were available at the circus.

Children will be able to discuss what they like and dislike.

Children will look closely at the ring toss game.

Vocabulary:

Research, observe, circus, game, event

How will this feed into my next learning:

Children be prepared to design a detailed ring toss game.

SEN:

Key words with images available.

IT support available.

