



EdisonLearning™ Primary Curriculum

Integrated Learning Unit no.33 The Fairground Year 5/6

Sample pages only

Core Learning Skill Focus:
Improving Own Learning and Performance

Version 3.2

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Learning Unit – The Fairground
Subject Focus – Design & Technology/Science
Focus Core Skill – Improving Own Learning and Performance

Possible Starting Points

- Letter from fairground owner
- Visit from Fairground owner

Possible End Products

- Assembly or exhibition of work

Links to Core Values

- Compassion – differences
- Respect – understanding and tolerance
- Wisdom – feelings and fears
- Courage – overcoming obstacles
- Integrity – dealing with difficult circumstances
- Justice – revenge?
- Hope – unexpected outcomes

PSHE

- Name calling
- Customs
- Helping Kizzy
- Don't be a victim
- Feelings
- Anger
- Real Life?

Knowledge and Understanding

Design & Technology

- Design and make a Shaky Hand Tester
- Research, design and make, and evaluate fairground ride

Science

- Electrical circuits
- Forces
- Light
- Sound
- Memorise Science 'Killer Facts'

Geography

- How well do you know the British Isles?
- Traffic Issues
- Quiz/Team competition

ICT

- Internet research
- Posters & Flyers
- Internet use for map work and mileage
- Control
- Video

Links for Mathematical Development

- Fairground itinerary
- Problem solving

Literacy Links and Speaking & Listening

- Debate
- Letter in reply
- Question fairground owner
- Persuasive reading/writing
- Traffic wild card/letter
- Explanation

Sketchbook

- Shape, size and colour

Creative Development

Art

- Wax & resist pictures
- Resistant techniques

PE

- | | |
|----------------|-------------------|
| • Throwing | • Dribbling balls |
| • Target games | • Volley ball |
| • Jumping | |

Homework/Family Learning Opportunities

- Find fairground pictures
- Family members memories of fairgrounds
- Learn British Isles locations

Suggested Implementation – The Fairground

Curriculum Area	Phase One	Phase Two	Phase Three	Phase Four	Phase Five
Core Values	<ul style="list-style-type: none"> Compassion 	<ul style="list-style-type: none"> Respect 	<ul style="list-style-type: none"> Wisdom Courage 	<ul style="list-style-type: none"> Integrity Justice 	<ul style="list-style-type: none"> Hope
PSHE	<ul style="list-style-type: none"> Name calling 	<ul style="list-style-type: none"> Customs 	<ul style="list-style-type: none"> Helping Kizzy Don't be a victim 	<ul style="list-style-type: none"> Feelings Anger 	<ul style="list-style-type: none"> Real life?
Science	<ul style="list-style-type: none"> Electrical Circuits 		<ul style="list-style-type: none"> Forces 	<ul style="list-style-type: none"> Light 	<ul style="list-style-type: none"> Sound Memorise Science 'Killer Facts' (see Appendices)
Design and Technology		<ul style="list-style-type: none"> Shaky Hand Tester 	<ul style="list-style-type: none"> Research fairground ride Extension Work Construction Kits 	<ul style="list-style-type: none"> Making fairground ride 	<ul style="list-style-type: none"> Evaluation and Exhibition of fairground
Literacy Speaking & Listening	<ul style="list-style-type: none"> Starting point – letter Debate Responding to Mr Whitfield Question & visit Mr Whitfield 	<ul style="list-style-type: none"> Persuasive reading/writing 	<ul style="list-style-type: none"> Traffic wild card/letter 	<ul style="list-style-type: none"> Explanation 	
Numeracy		<ul style="list-style-type: none"> Fairground itinerary 		<ul style="list-style-type: none"> Real life problem solving 	
ICT	<ul style="list-style-type: none"> Internet research fairground 	<ul style="list-style-type: none"> Posters & flyers 	<ul style="list-style-type: none"> Internet – mileage and map work 	<ul style="list-style-type: none"> Control Promotional video for fairground ride 	
Geography	<ul style="list-style-type: none"> How well do you know the British Isles? 	<ul style="list-style-type: none"> Fairground itinerary Maps & atlases 	<ul style="list-style-type: none"> Traffic wild card 		<ul style="list-style-type: none"> 'Quiz'/Team competition
Art		<ul style="list-style-type: none"> Wax resist picture Resistant Techniques 	<ul style="list-style-type: none"> Printing and collage 		<ul style="list-style-type: none"> Ride entrance, graphics/fairground art
PE			<ul style="list-style-type: none"> Throwing Target games Jumping 	<ul style="list-style-type: none"> Dribbling balls Volley ball 	
Sketchbook	<ul style="list-style-type: none"> Shape, size and colour 				
Homework/Family Learning	<ul style="list-style-type: none"> Find fairground pictures 	<ul style="list-style-type: none"> Family members reminiscences about fairs 	<ul style="list-style-type: none"> Learn British Isles locations 		

Possible Starting Points

The context for the learning unit is a fairground owner requesting permission to use school land or land near school (the children will need to be made aware that this is fiction and role play). Included in the Appendices is a suggestion for the initial contact and request. It is intended that the class should hold an initial debate as to whether the fair should be given permission to set up. Following the debate (the Governors of the school could overrule a 'no' vote!), a letter is sent from the class giving permission but requesting more information and expressing concerns that were raised during the debate e.g. litter, car parking, traffic, noise etc. The fairground owner responds by requesting the opportunity to visit to explain his ideas and thoughts about how the children could be involved in designing new ideas for his fair. A volunteer could be persuaded to take the role of Mr Whitfield and visit the school. His brief would be to address the questions raised in the class letter and also to request their help in:

- Designing a stall for a 'Shaky Hand Tester'
- Designing a fairground with new ideas for rides (his fairground has been the same for a number of years)
- Advertising the fair through posters and leaflets
- In addition, Mr Whitfield could request that the fairground children should be allowed to attend the school (this is a common practise with travelling families). This opens up many multi-cultural issues and opportunities for learning in PSHE. 'The Diddakoi' is a story about a half gypsy child who experiences difficulties in school. The Local Education Authority 'Travellers Units' are a good source of information and resources.

Possible End Product

- Assembly or exhibition of work

National Curriculum	Activities/Tasks	Teachers to insert Core Skills 'I can' statements that can be progressed through these activities	Suggested Learning and Teaching strategies (see appendix for detail)
<p>1a, 1b, 1c, 1d 2a, 2b, 2c, 2d, 2e 3a, 3b, 3c 4a, 4b, 4d</p>	<p>Design & Technology Pupils should be taught to talk about their ideas, saying what they like and dislike. They should also be taught and encouraged to identify what they could have done differently or how they could improve their work in the future.</p> <p>Included are a selection of instructions to make fairground rides. These can be adapted and made with conventional materials and/or construction kits. It is envisaged that a final exhibition of work from the Learning Unit could be displayed for other members of the school community. A suggested design process structure is included in the Appendices for teachers. In addition, there is a child's workbook for the fairground ride to guide teachers and pupils.</p> <p>The Shaky Hand Test is an opportunity to work through the design process with considerable support. The fairground ride is an opportunity for children to explore independently.</p> <p>Phase two</p> <ul style="list-style-type: none"> <p>Shaky Hand Tester The brief is to design and make a Shaky Hand Tester for the fairground. Issue pupils with diagrams (see Appendices). Tell them that they will need to use the basic design but need to invent original ideas for themes e.g. monsters, fish, cartoon characters etc. The name, shape of the wire and the artwork on the box should reflect this.</p> <p>Brainstorm for ideas, then draw and annotate ideas on Shaky Hand Tester sheets (see Appendix). Give full details on final design including a circuit diagram. Is there going to be a light or a buzzer or both? What sort of box (size/shape etc) would be suitable? Could they use a tin/shoe box/ chocolate box/ covered plastic flowerpot? Include in annotation materials and tools needed.</p> <p>Explain ideas and how pupils intend to make the tester and encourage questioning and problem solving.</p> <p>Make and evaluate tester. How well does it work? How well has it been made? Has the design brief been made? Do customers find your tester too hard or too easy? If you could do this again – what would you change?</p> 		<p>(2) solo</p> <p>(3) brainstorm</p> <p>(5a) pair work</p>

