

## Happily Ever After ...

A project about traditional tales by R/Yr1/Yr2

### Overview:

This project was aimed at Key Stage 1 to support the Literacy coverage of traditional tales. This included knowledge of stories such as Red Riding Hood, Gingerbread Man, etc and using this knowledge to help write stories and write for a purpose. As such the class became the Councillors of Dulac, the fairy tale land of Shrek, in order to gain inspiration from this popular film. Use of visual literacy is effective in that 'snippets' of film can be unpicked to add to the descriptive nature of writing.

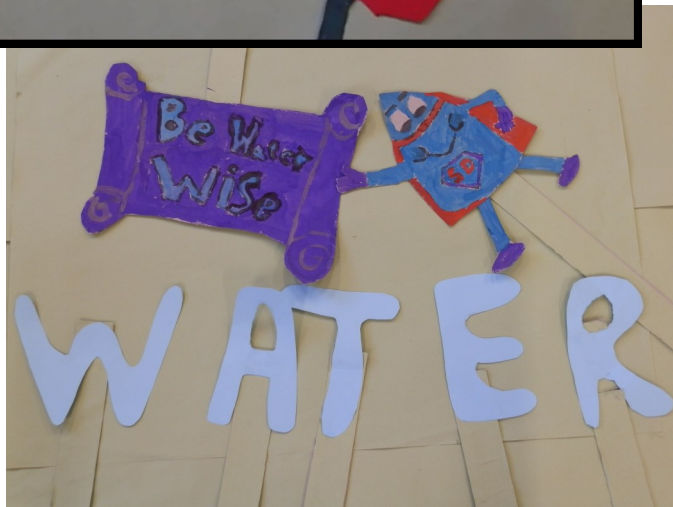
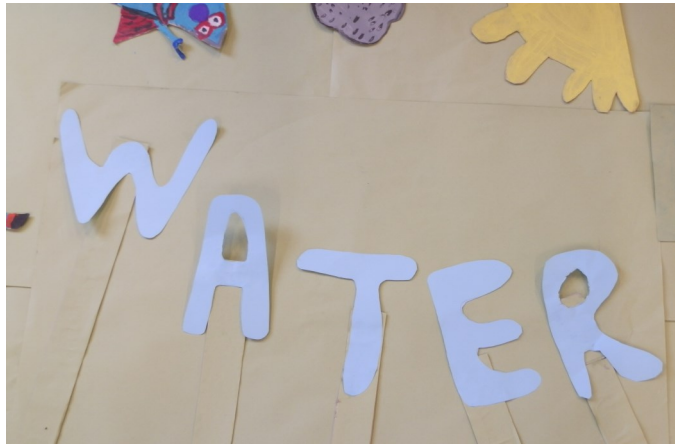
### Facilitator Reflection:

The excitement gained when letters were received to help solve problems for Lord Farquard or when a dragon had quite definitely visited the outside area, leaving debris and 'clues' was simply superb! This engaged the children immediately and provided freedom to explore the environment or 'prop' to gain deeper understanding.

### Pupil Reflection:

I loved the actual Wedding because it was great to dress up and pretend to be someone. I had to think carefully about being that character.





## Water Conservation ...

A project about water by Yr3/Yr4

### Overview:

This project was aimed at Lower Key Stage 2 to support Science, Geography and ultimately IT coverage. A wide variety of learning about water, it's source, it's cycle, it's use and it's sensible use drove the focus to become water experts to help a Water Company devise new advertisements for water conservation. The children wrote, produced and directed their own animations and developed a new character to send their messages.

### Facilitator Reflection:

This project took twists and turns, incorporating many subjects to finally bring all the learning together into a series of short films. Having a representative come to school to view the finished animations gave a real sense of purpose to the project.

### Pupil Reflection:

I loved using the cameras and rehearsing the animation. It was so good when we managed to film it in one take.



## Prisoners of War ...

A project about World War II by Yr5/Yr6

### Overview:

This project was aimed at Upper Key Stage 2 to support History coverage. It linked perfectly with other subjects too: technology and science through cookery; drama and Speaking & Listening through role play; personal, social education by reflecting on feelings following immersion in a PoW camp.

### Facilitator Reflection:

The use of an entire environment change, by turning the classroom into a PoW camp captivated the children straight away. At first, exciting and different, but they quickly gained an immense depth of understanding about how war affected those involved which was translated into emotive writing.

### Pupil Reflection:

I liked playing the games, but soon got bored of doing the same things. The food was pretty awful too and the smells overpowered the space we were in. I quickly wanted to return to our comfortable classroom ... which I guess was the point!



## Education Enterprise ...

A project about World War II by Yr5/Yr6

### Overview:

This project was aimed at Upper Key Stage 2 to support History coverage. It was a developing project which encompassed learning about the war and using this knowledge to become a fictional company to develop education materials for children visiting museums. The games had to 'teach' potential visitors facts about WWII and had to be presented to the Curator for approval in a real board room situation

### Facilitator Reflection:

This project was driven by a 'real' end goal. We really were making equipment for a real museum, for a real person to evaluate before being really used by visitors. Reality gives direction and commitment to the project

### Pupil Reflection:

I was very nervous when I saw the big table and felt butterflies in my tummy when it was my turn to present my game. But I felt so proud of being able to explain myself to Captain Holtby.