

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Mathematics in Photography
Creating a 360 degree photograph! LEARN WITH SNAPPER

LESSON PLAN

Name of Practitioner/Teacher: <i>Sara Beaven</i>	Date: <i>23/10/13</i>	Time: <i>15:30 – 17:30</i>
No. in class: <i>30</i>	Subject: Key stage 2	Length:
Name of Class: <i>Year 1 Mrs Peggy Class</i>	SEN: <i>Special educational needs E.g. Ben has decreased hearing so will always sit at the front</i>	

WALT (we are learning to) will design a book or DVD cover working in groups

General Title/Aim of the session (taken from National Curriculum):

There is the opportunity to introduce or reinforce these national curriculum outcomes:

Developing, planning and communicating ideas

Pupils should be taught to:

- generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- develop ideas and explain them clearly, putting together a list of what they want their design to achieve
- plan what they have to do, suggesting a sequence of actions and alternatives, if needed
- communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which

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the product is intended.

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

- select appropriate tools and techniques for making their product
 - suggest alternative ways of making their product, if first attempts fail
 - measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately
e. use finishing techniques to improve the appearance of their product, using a range of equipment including ICT [for example, 'drawing' software or computer-aided design (CAD) software and a printer]
- Evaluating processes and products

3. Pupils should be taught to:

- reflect on the progress of their work as they design and make, identifying ways they could improve their products
- recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations].

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them

- focused practical tasks that develop a range of techniques, skills, processes and knowledge

Lesson Objectives (learning outcomes)

- **All will** design and contribute to making a book or DVD cover
- **Most will** reflect on the progress of their work as they design and make, identifying ways they could improve their products: e.g. a more professional finish or aesthetically better to sell the product. They will generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- **Some will** look at the professional's product and recognise that the quality of a product depends on how well it meets its intended purpose. They will come up with original/ creative covers to sell books' or movies'

Time	Subject Content	Practitioner/Teacher Activity	Pupil Activity	Assessment Method	Resources
5	Introduce yourself and the day	Describe and list on the board what we will do today.	Listen and ask any questions		Board, board pens
25	1/ It's time to be creative	• Ask the children to work in small groups (two or three in a group). • Ask each group to select a slip of paper 'out of a hat'. • Explain the task and ask if	• Get into groups • Select a piece of paper from the hat • Carry out the task and ask any questions	• Demonstrating • Question and answer • Observation	Card cut to DVD cover size or book cover size. On slips of card, write down names of films and books that are then folded in two for the

		anyone has any questions • Circulate the groups whilst suggesting and assessing			children to choose 'out of a hat'. Old magazines and newspapers to cut out pictures. Scissors Glue or tape
20	2/ Guess that book or DVD cover	• Facilitate and assess results	• Present their results • Prospective answers are written down rather than shouted out • The winning team is selected	• Demonstrating through presentation • Question and answer • Observation	A prize or you could assign table points if you don't have a prize
30	3/ Improve your product	• Practitioner/Teacher explains that they now discuss and implement how to improve the product for a more professional finish • Practitioner/Teacher circulates the room by suggesting and assessing pupils	• Pupils discuss and implement how to improve the product • They use a scanner or take pictures , they upload it and use a software program to arrange the pictures and design text for their DVD or book cover	• Question and answer • Observation • Demonstrating	• Software and computer to create a more professional product • Cameras

			Is the size correct to fit into a DVD book cover?		
5	3/ Prepare to present	Practitioner/Teacher explains that they now discuss the following: - How did you improve your product? - Who did what?	Pupils discuss how they improved their product and decide who will say what during the presentation	- Demonstrating through presentation - Question and answer - Observation	
25	4/ Present and explain	Practitioner/Teacher facilitates	- Pupil's take turns explaining their product and the process of improving it - Pupils take notes on how other groups did	Peer learning	
10	Pack up shop and summarise	Practitioner/Teacher reinforces learning through targeted questions and answers	Pupils pack up and answer questions	Targeted questions and answers	
	Extension activity	Explain activity if time allows	Pupil try out other modes and photos	- Peer observation - Question and answer - Demonstrating - written	
	Homework	Explains homework activity	Listen to homework activity		