# **Curriculum focus**

Technology strand: Technological practice, level 2,

Components: Brief development, planning for practice, outcome development and evaluation

Integration with Nature of Science, level 3

*Understanding about science*Appreciate that science is a way of explaining the world and that science knowledge changes over time.  
Identify ways in which scientists work together and provide evidence to support their ideas *Investigating in science*Build on prior experiences, working together to share and examine their own and others’ knowledge.  
Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.  
*Communicating in science*  
Begin to use a range of scientific symbols, conventions, and vocabulary.  
Engage with a range of science texts and begin to question the purposes for which these texts are constructed.  
*Participating and contributing*Use their growing science knowledge when considering issues of concern to them. (a particular focus on this.)  
Explore various aspects of an issue and make decisions about possible actions (a particular focus on this.)

Integration with Social Sciences, level 3

Understand how people make decisions about access to and use of resources. Focus in this unit on parks, a green belt for birds. Plastic etc for straws. Using recycled materials to make bird feeders as we had also just completed the LEARNZ virtual field trip for recycling.  
Understand how groups make and implement rules and laws – protected bird species, rankings of endangered, depending on bird survey results, and so on

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| **Indicators** | **Activities** | **Questions** |
| Brief development   * explain the outcome to be produced * describe the attributes for an outcome that take account of the need or opportunity being addressed and the resources available   Planning for practice   * identify key stages required to produce an outcome * identify the particular materials,components and/or software required for each key stage.   Outcome development and evaluation   * describe potential outcomes, through drawing, models and/or verbally * evaluate potential outcomes in terms of identified attributes to select the outcome to produce * produce an outcome in keeping with the brief * evaluate the final outcome in terms of how successfully it addresses the brief. | Participate in the LEARNZ virtual field trip.   Research simple bird feeders.     Research recycled materials available. Design the birdfeeder and draw with annotations to describe its attributes. Write a conceptual statement and specifications for a bird feeder.    What resources will I need ?   Plan the key stages for making your bird feeder.   Make the bird feeder   Trial and test the feeder in your garden.     Photograph your bird feeder  Complete the evaluation of the birdfeeder | What are the attributes needed for a simple bird feeder to put in my garden? What food is suitable and why?      What recycled materials do I have available that I could use in my simple birdfeeder?           How and when will I get these and need to use them? What time do I have to make the birdfeeder?  How can I break down the building of my birdfeeder into a series of small jobs?     How will I know that my bird feeder works?     Describe the birdfeeders physical and functional attributes.    Was my bird feeder fit for purpose? Why? Why not? |