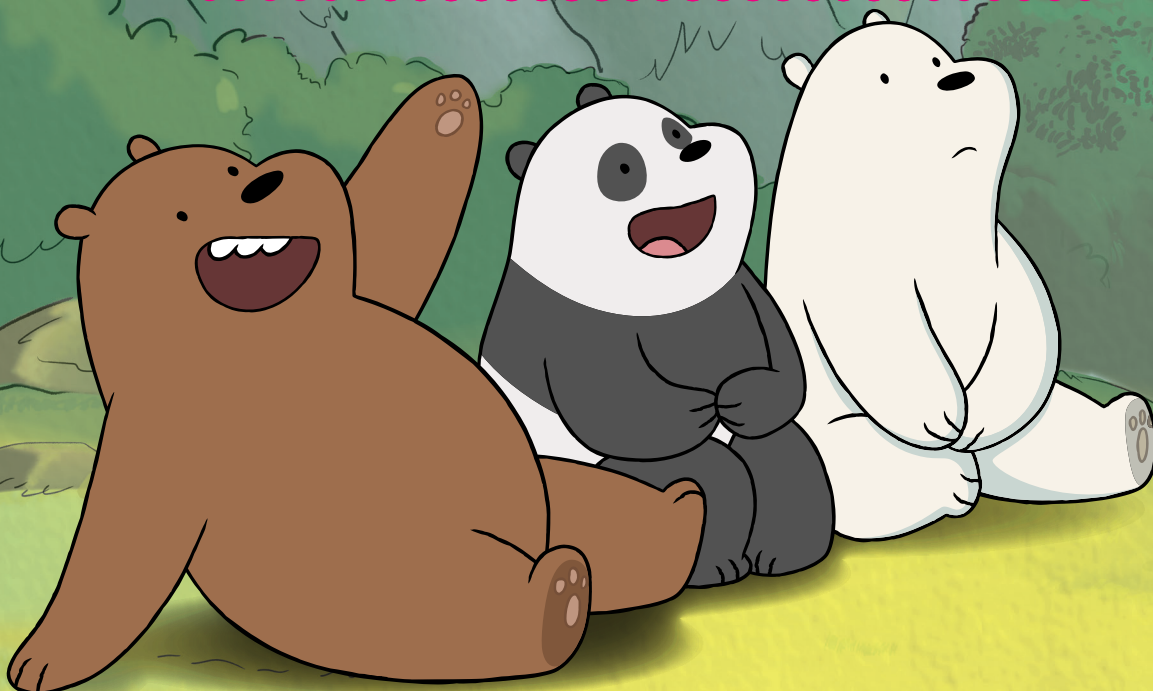




CARTOON NETWORK™

ADVENTURE ACADEMY

LESSON FRAMEWORK AND LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 1:

WE BARE BEARS SAY "HI!"

STEM Focus: Introduction: Science, Technology, Engineering and Mathematics - Broad introduction to all topics.

Lesson Starter: Pupils view *We Bare Bears* short clip (link within presentation).

Stage 1: Discussion.

- Teacher-led discussion about the *We Bare Bears* brothers, exploring their diverse personalities and characters.
- Leads into broader discussion - are the *We Bare Bears*' brothers personalities reflected in the class?
- Finally, consideration of the benefits of diversity; opportunity to interact with people different from ourselves.

Stage 2: Research Task.

- Pupils tasked to investigate garden design options e.g. Japanese garden, paved garden, garden with water feature, garden incorporating barbecue and outside eating area, family garden, a chef's garden etc.
- Opportunity also to research historical gardens, noted gardens, famous landscape gardeners.
- Pupils to retain notes, sketches and information for future lessons.

Stage 3: Share research findings.

- Teacher briefly mentions the *We Bare Bears* Competition (minimal detail) leading to full launch in Lesson 5.

Homework option:

Pupils continue research, including studying home garden (if applicable).

DFE KS2 CURRICULUM LINKS

SCIENCE: (Upper KS2 Programme Of Study): Pupils in Years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions, select and plan the most appropriate type of scientific enquiry for answering scientific questions and identify patterns that might be found in the natural environment.

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MATHEMATICS: Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

GEOMETRY: Pupils become accurate in drawing lines with a ruler to the nearest millimetre and measuring with a protractor.

HISTORY: Pupils should note connections, contrasts and trends over time.

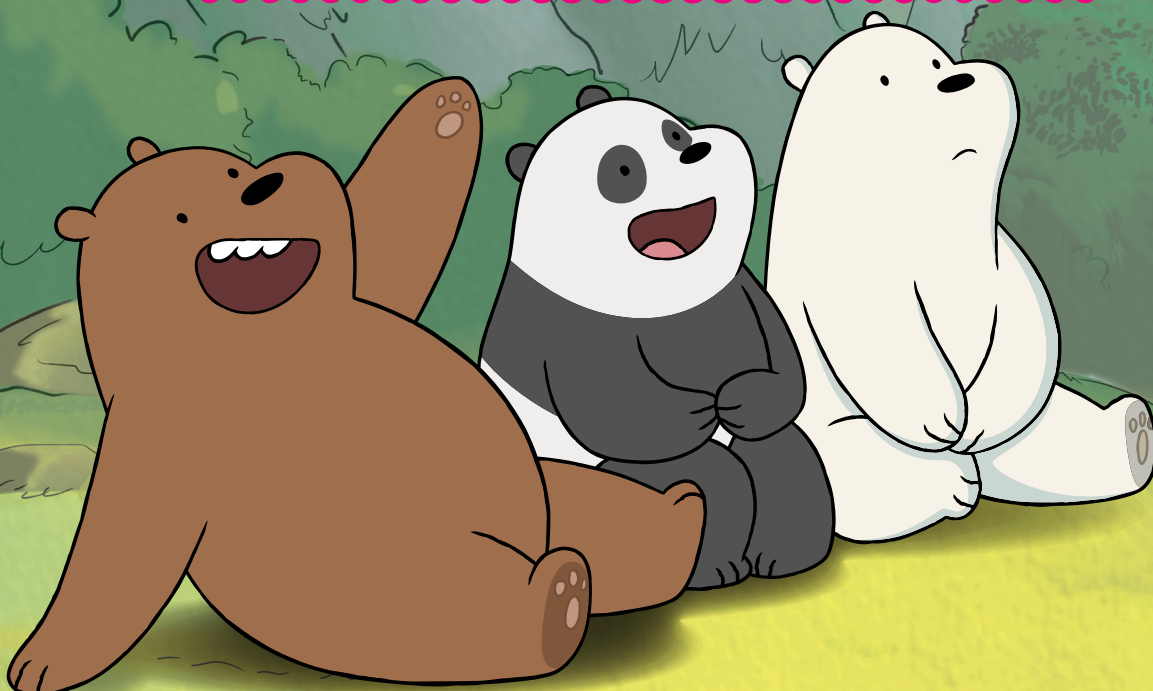




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ADVENTURE ACADEMY

LESSON FRAMEWORK AND LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 2:

WE BARE BEARS FRIENDSHIP GARDEN CHALLENGE.

STEM Focus: Science: including aspects such as:

- Discovering how and why specific plants, flowers, herbs etc. grow in different soils, settings and climates.
- Understanding the different processes which help plants, flowers, herbs etc. to grow.
- Appreciating how gardens and gardening can support the environment, reduce pollution and increase physical and mental health benefits.

Lesson Starter: Pupils view *We Bare Bears* short clip (link within presentation).

Stage 1: Discussion.

Teacher-led reflection on:

- The differing types of gardens discovered through previous research lesson.
- The value of gardens and gardening in terms of the environment and also, in terms of physical and mental health.

Stage 2: Launch The *We Bare Bears* STEM Garden Design Challenge.

Background to task:

- The *We Bare Bears* brothers are eager to find ways of making friends with humans. They have tried in the past but not always successfully and often find human behaviour puzzling.
- They've decided to create a *We Bare Bears* Friendship Garden which will be welcoming to both the Bears and humans and which will enable them to interact with and make friends with humans.

The task:

- Pupils to help the Bears create a garden which, using STEM skills accommodates the needs of each of the *We Bare Bears* brothers as well as creating an environment that humans would enjoy.
- Garden to incorporate elements such as play and sports equipment and other special features to accommodate human and bear usage (perhaps at the same time).

SEE TEACHER GUIDE FOR MORE DETAILED EXPLANATION/SUGGESTIONS.





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

Stage 3:

Class divided into pairs/groups/individuals at discretion of teacher. Using research findings from Lesson 1, pupils formulate garden design and concept.

Stage 4:

Pupils to consider how to incorporate elements which will enable the Bears to enjoy the garden as well as starting to bring them together with humans.

Stage 5:

Pupils share work in progress with class. Teacher briefly mentions the *We Bare Bears* Competition (minimal detail) leading to full launch in Lesson 5.

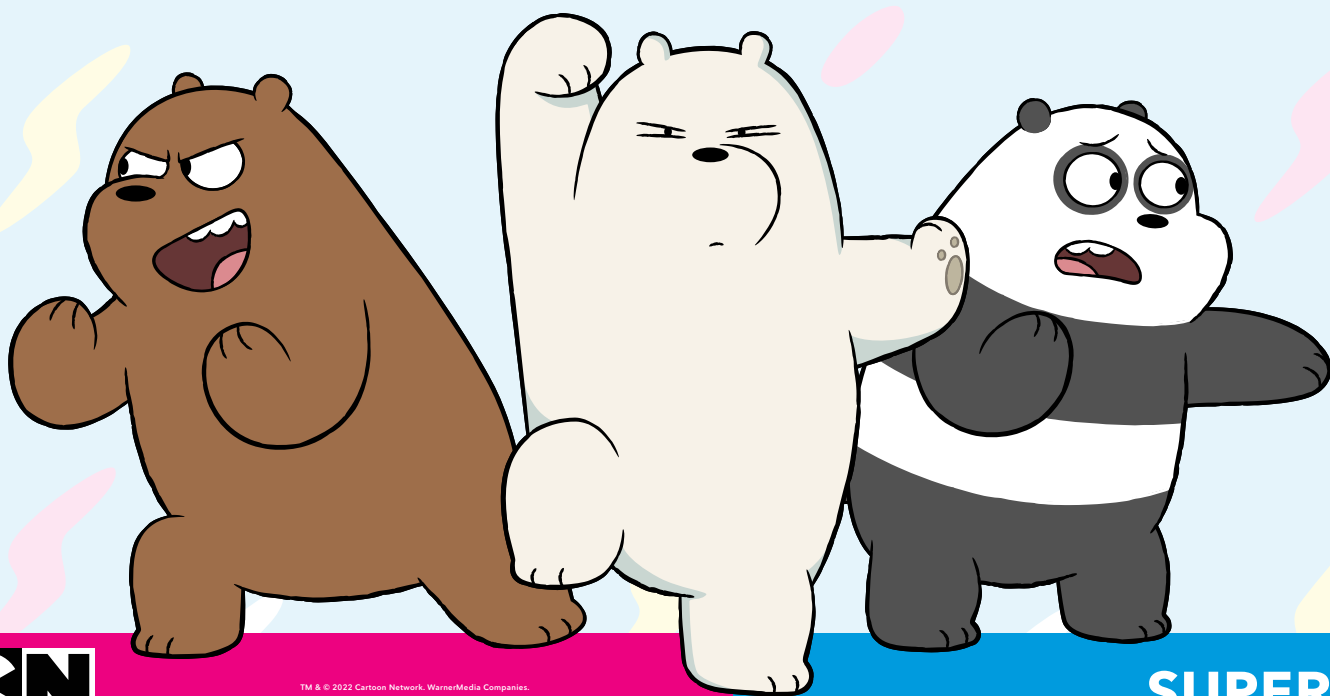
Homework option:

Pupils continue with design, possibly incorporating suggestions from parents/carers.

DFE KS2 CURRICULUM LINKS

SCIENCE: Science (Upper KS2 Programme Of Study): Pupils in Years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions, select and plan the most appropriate type of scientific enquiry for answering scientific questions and identify patterns that might be found in the natural environment.

ENGLISH (SPOKEN LANGUAGE): Pupils should be taught to develop their competence in Spoken Language and Listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should, therefore, have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class.

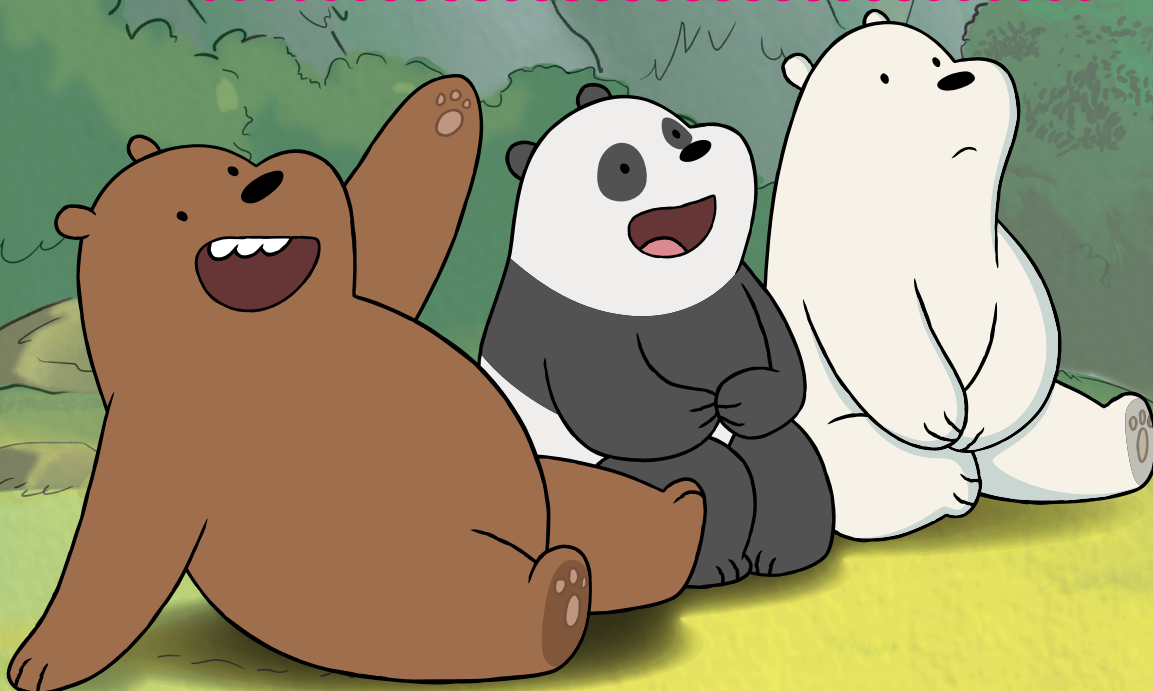




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ADVENTURE ACADEMY

LESSON FRAMEWORK AND LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 3:

TECHNOLOGY AND THE WE BARE BEARS FRIENDSHIP GARDEN CHALLENGE.

STEM Focus: Technology and Engineering: Computer Aided Design in gardening, use of Pinterest and other apps for ideas and inspiration, soil analysis devices, maximising climate features and weather-forecasting.

Lesson Starter: Pupils view *We Bare Bears* short clip (link within presentation).

Stage 1: Discussion.

Teacher leads a whole class exploration of each of the *We Bare Bears* brothers' needs in terms of a garden e.g.:

- **Panda:** quiet, reflection area with good wi-fi for mobile phone use.
- **Ice Bear:** herb-growing and barbecue area for him to further develop culinary skills.
- **Grizz:** chill-out area with tables and chairs. Pupils will then start to create a garden concept around these needs (these are just suggestions, pupils will prefer their own ideas).

Pupils also consider other ways in which Technology can be a useful contributor to garden design e.g.:

- To make the garden safer for users.
- To make it more environmentally sympathetic.

SEE TEACHER GUIDE FOR MORE DETAILED EXPLANATION/SUGGESTIONS.

Stage 2:

Pupils work to incorporate these elements into overall garden design. Further mention of upcoming competition leading to full launch in Lesson 5.

Homework option:

Pupils do further garden design research, e.g. RHS Wisley website.

DFE KS2 CURRICULUM LINKS

DESIGN AND TECHNOLOGY: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, e.g. the home, school, leisure, culture, enterprise, industry and the wider environment.

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

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IT: Select, use and combine a variety of software to accomplish given goals.

- Use software safely, respectfully and responsibly.

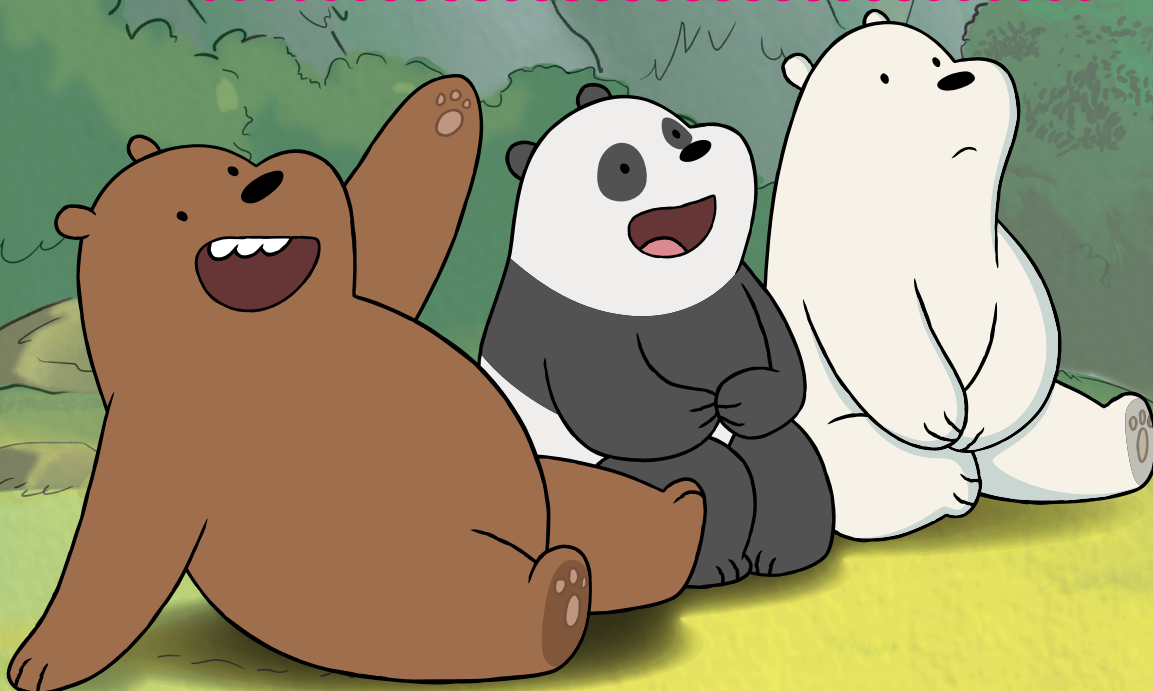




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ADVENTURE ACADEMY

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ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 4:

COSTING THE WE BARE BEARS FRIENDSHIP GARDEN CHALLENGE.

STEM Focus: Mathematics: (Basic Skills) Addition, Subtraction, Multiplication, Division. Also, Estimating, Proportion and Scale.

Lesson Starter: Pupils view *We Bare Bears* short clip (link within presentation).

Stage 1:

Whole class consideration of the contribution that mathematical skills make to garden design.

Stage 2:

Budgeting: Pupils are tasked to calculate costings for the garden project, including costs of:

- Individual seeds, plants, shrubs, flowers.
- Design features including water features, fountains, paving, sand etc.
- Lighting (if used).
- Safety features.
- Play and sports equipment.
- Other features selected by pupils.

Stage 3:

Pupils tasked to draw their garden to an accurate scale. Final build up to next lesson's competition launch.

Homework option:

Pupils to develop costings further.

DFE KS2 CURRICULUM LINKS

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GEOMETRY: Pupils become accurate in drawing lines with a ruler to the nearest millimetre and measuring with a protractor.

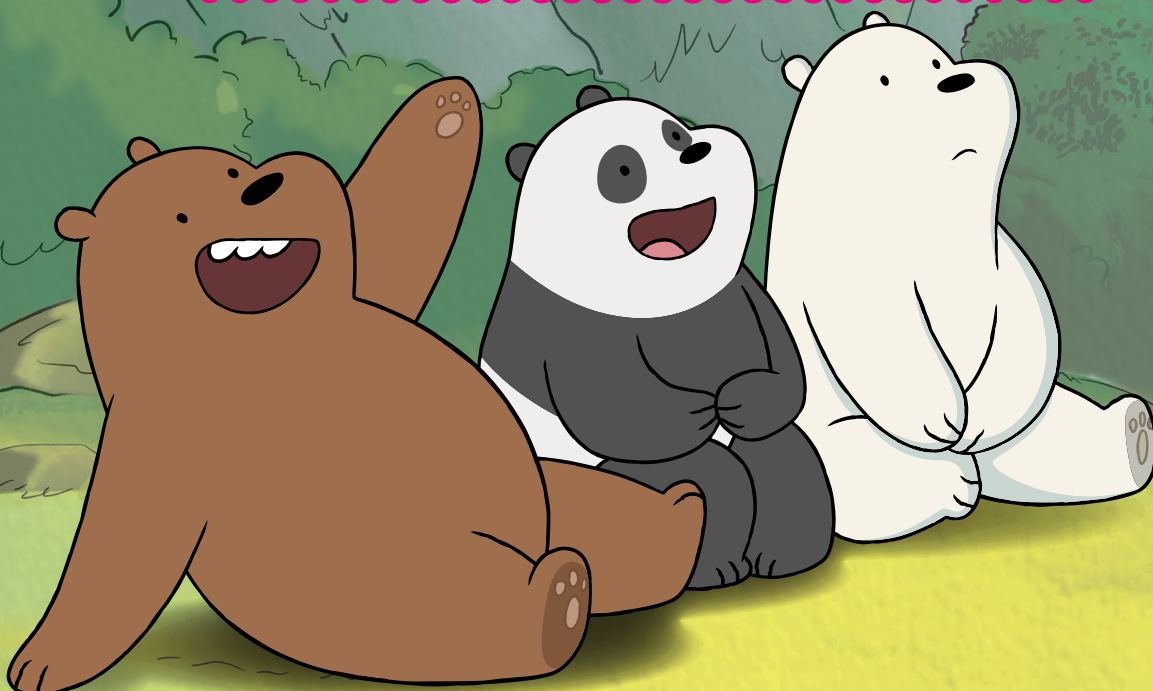




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ADVENTURE ACADEMY

LESSON FRAMEWORK AND LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 5:

IT'S THE WE BARE BEARS FRIENDSHIP GARDEN CHALLENGE COMPETITION!

STEM Focus: Science: all: Science, Technology, Engineering and Mathematics.

Lesson Starter: Pupils view *We Bare Bears* short clip (link within presentation).

Stage 1: Launch *We Bare Bears* Garden Design Competition.

Explain how the winning garden design will need to include the following design features:

- Accessibility for the individual needs of Grizz, Panda and Ice Bear.
- Accessibility for humans also with diverse needs.
- Potential for bringing the Bears and humans closer to understanding each other better.
- An attractive design.
- Clear, accurate costings.
- Realistic overall budget.

A USEFUL, MORE DETAILED CHECKLIST FOR RECOMMENDED FRIENDSHIP GARDEN FEATURES CAN BE FOUND AT THE END OF THE TEACHER GUIDE.

Stage 2:

Pupils work on revising and finalising garden design.

Stage 3:

Designs (in progress or completed, according to teacher discretion) shared with whole class.





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

DFE KS2 CURRICULUM LINKS

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MATHEMATICS: Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

ART AND DESIGN (SUBJECT CONTENT): Pupils should be taught to develop their techniques, (including their control and their use of materials) with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

ENGLISH (SPOKEN LANGUAGE): Pupils should be taught to develop their competence in Spoken Language and Listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should, therefore, have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class.

IT: Select, use and combine a variety of software to accomplish given goals.
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FEELING INSPIRED?

Now it's your turn to design a playground for *We Bare Bears* brothers and humans to use together!

