

# Individual Activity Lesson Plan

**Date:** Wednesday 3<sup>rd</sup> June 2020

**Activity Title:** Build a Bridge

**Learning Intention:** to assemble and join materials to create a planned effect (a bridge).

**Links to EYFS: Expressive Arts & Design**

- Manipulates materials to achieve a planned effect.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Resources:**

- Story link (on the daily timetable)
- Construction materials of your choice to build a bridge (Lego, Duplo, wooden blocks, stickle bricks, recycled materials, straws)
- If you have selected recycled materials to construct you will also need scissors, glue and tape.

**Activity Overview:** Look at a range of bridges from around the world and build your own bridge to help the 3 Billy Goats Gruff avoid the troll.

**Key vocabulary:**

Bridge, strong, join, attach, cross, weight, heavy, improve, modify, change.

## ACTIVITY IMPLEMENTATION (including key questions)

**Introduction:**

\*Watch/recap today's story – *Katie and the Waterlily Pond* by James Mayhew. Draw your child's attention to the bridge featured in Monet's famous painting – The Water Lily Pond.

- I wonder what material the bridge is built from.
- Do you think it looks like a strong bridge?
- Are all bridges the same?
- Can you remember a time you've crossed over a bridge?

\*Invite your child to view a range of bridges in the document – 'Bridges Around the World'.

- Which bridge do you like the most? Why?



**Main Activity:**

\*Invite your child to watch the story 'The Three Billy Goats Gruff' by following the link below.

<https://www.youtube.com/watch?v=3QzT1sq6kCY>

\*Once you have watched/read the story, explain to your child that you would like them to imagine they are at the beginning to the story again. Can they help the 3 Billy Goats to build another bridge, so they don't have to disturb the troll?

\*Encourage your child to think carefully about which building materials they'd like to use to build a strong bridge.

\*Support your child with gathering the resources they need for his/her chosen

method of construction.

- What does a bridge need to make it strong?
- Which would be the best way of joining those two pieces together?
- Is there anything you could do to improve the bridge?

**Challenge:**

\*Once your child has completed the bridge, ask him/her:

- Can you think of a way to test how strong the bridge is?
- What do you think will happen to the bridge if it is not strong enough to take the weight of an object?

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\*Work together with your child to test the strength of the bridge. Do this by first placing light objects on the bridge and gradually move to heavier objects.

## **Additional ways to support your child:**

Support your child by allowing them to be independent and then supporting when they encounter a problem. Verbalise your thinking process to support their understanding of how to problem solve.

e.g. 'I notice this part of the bridge keeps breaking in two. I think it's not strong enough. How can I make it stronger? Let me look at the photographs of bridges. I notice this bridge has supporting columns. I'm going to try out this idea with our bridge.'

## **Extension:**

Build several different bridges using different construction materials. Invite your child to predict which bridge will be the strongest and then test the strength of the bridges by placing the same weight on each (tins of food work well as weights).