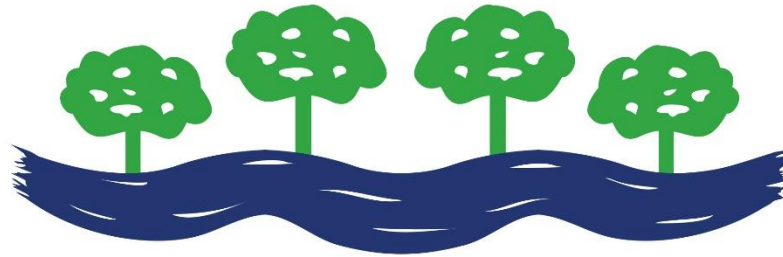


Bollin Primary School



Growing hearts and minds together

Lego WeDo 2.0 Guided Projects Overview



Speed: How can a car go Faster?

Speed

This project is about investigating the factors that make a car go faster and predicting future motion.

Curriculum links

National Curriculum for science

(See page 23 for how this project addresses non-statutory requirements, and requirements for working scientifically)

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Other National Curriculum links

Design and technology

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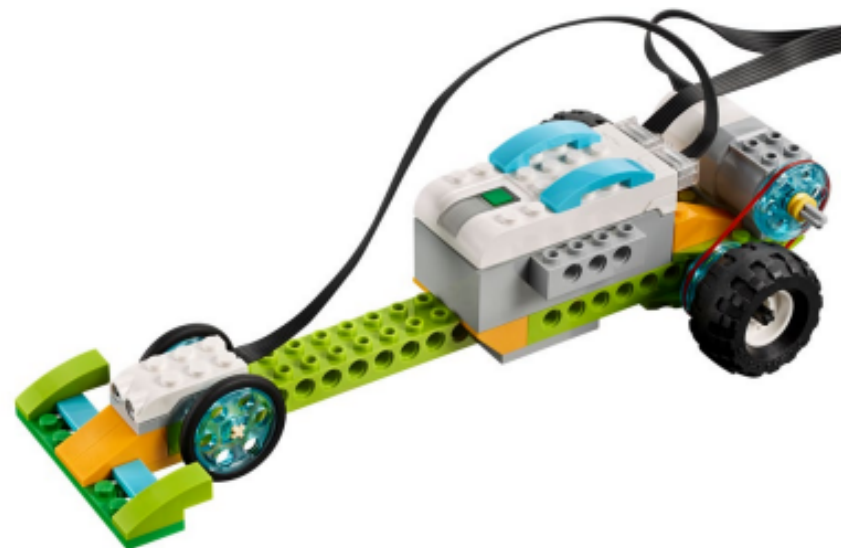
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Frog's Metamorphosis: How do Frogs morph during their lives?

Frog's Metamorphosis

This project is about modelling a frog's metamorphosis using a LEGO® representation and identifying the characteristics of the organism at each stage.



Curriculum links

National Curriculum for science

(See page 23 for how this project addresses non-statutory requirements, and requirements for working scientifically)

3.A.s1: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

4.LTH.s3: Recognise that environments can change and that this can sometimes pose dangers to living things.

4.A.s3: construct and interpret a variety of food chains, identifying producers, predators and prey.

5.LTH.s1: Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.

5.LTH.s2: Describe the life process of reproduction in some plants and animals.

5.F.s3: recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.

6.LTH.s1: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants, and animals.

6.LTH.s2: Give reasons for classifying plants and animals based on specific characteristics.

6.El.s2: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

6.El.s3: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.





This project is about modelling a LEGO® representation of the relationship between a pollinator and a flower during the reproduction phase.



Curriculum links

National Curriculum for science

(See page 23 for how this project addresses non-statutory requirements, and requirements for working scientifically)

3.P.s1: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

5.LTH.s1: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

5.LTH.s2 Describe the life process of reproduction in some plants and animals.

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Pulling: What makes objects move?

Curriculum links

National Curriculum for science

(See page 23 for how this project addresses non-statutory requirements, and requirements for working scientifically)

3.FM.s1: Compare how things move on different surfaces.

5.F.s2: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

5.F.s3: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

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Pulling

This project is about investigating the effects of balanced and unbalanced forces on the movement of an object.





Prevent Flooding: How can you reduce the impact of water erosion?



Curriculum links

National Curriculum for science

(See page 23 for how this project addresses non-statutory requirements, and requirements for working scientifically)

4.SM.s3: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

5.F.s2: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

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Geography

Human and physical geography:

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.





Drop and Rescue: How can you organise a safety mission after a weather-related hazard?

Drop and Rescue

This project is about designing a device to reduce the impact caused by a weather-related hazard on humans, animals, and the environment.



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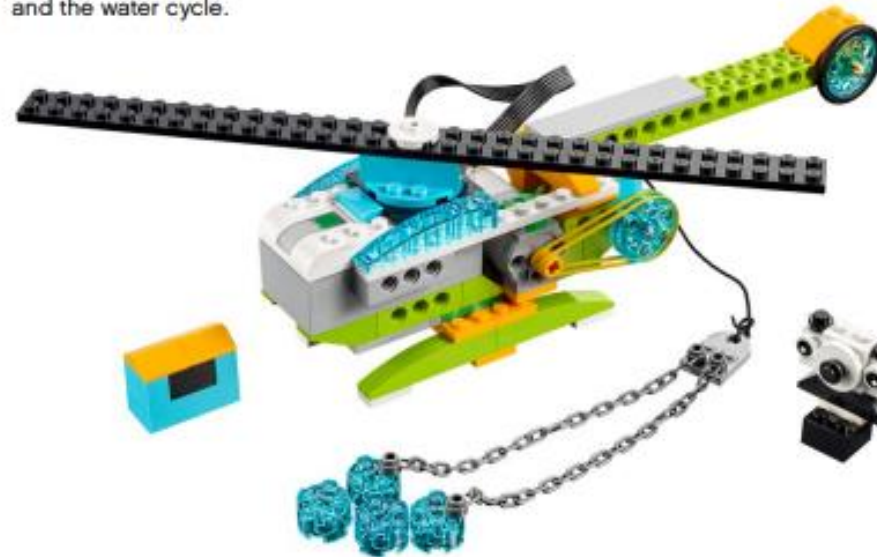
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Sort to Recycle: How can you improve recycling methods to reduce waste?

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Sort to Recycle

This project is about designing a device that uses the physical properties of objects, including their shape and size, to sort them.

