

<u>Year Group:</u> <u>Year 2</u>	<u>Topic:</u> <u>Great Fire of London</u>	<u>Term:</u> <u>Spring 1</u>	<u>Main Focus:</u> <u>Structures - enclosures for farm or zoo animals</u>
<u>Rationale For Topic:</u> This term we will be making enclosures for farm or zoo animals. It will be given to EYFS for their toy animals. The purpose of the enclosure is to keep the animals altogether, clean and protected.			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To research existing structures	- To research and observe structures in our local environment - To discuss techniques we will use - To draw and label an existing design using the correct terminology	Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges e.g. What are the structures called and what is their purpose? Who might use them? What materials have been used? Why have these been chosen? How have the parts been joined together? How have the structures been made strong enough? How have they been made stable? Where possible, ask the children to draw or photograph the structures they have been exploring and label with the correct technical vocabulary in relation to the structure, materials used and shapes e.g. wall, tower, framework, base, joint, metal, wood, plastic, brick, triangle, square, rectangle, cuboid, cube.
2	LO: To observe the techniques I will use to make my structure (Lego, blocks, paper straws, card, cardboard rolls, lollipop)	- To select materials suitable for my structure - To observe the techniques I will use to make my structure	Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to

	sticks, masking tape)	- To practise using the techniques I will use to make my structure	their characteristics. Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g. How can you stop your structures from falling over? How can they be made stronger and stiffer in order to carry a load? Children could make models of the structures they have seen in school and the local area. Ask children to fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Encourage them to think about how folding materials can make them stronger, stiffer, stand up and be more stable e.g. Can they support an object on top of their structures without it falling over or breaking?
3	LO: To design my structure	- To talk through my ideas using the correct terminology - To draw a step by step guide on how to make my structure - To label my design using the correct vocabulary	Discuss with the children what structure they will be designing, making and evaluating e.g. Who will your product be for? What will be its purpose? What materials will you use? How will you make it strong and stable? Generate some simple design criteria with the children e.g. the structure should stand up on its own, it should be able to keep the animals altogether, clean and protected. Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials. As a whole class, plan the order in which the structures will be made.

4 and 5	LO: To make my structure	- To use joining techniques - To use a template - To use finishing techniques	Over the next two lessons the children will be making their structures by following their guide and using new and reclaimed materials. They will evaluate ongoing work verbally and their final products.
6	LO: To evaluate my work against the intended purpose and user	- To evaluate my final product against original design criteria.	Children will complete an evaluation after discussions with the teacher and their peers. Does their structure fit the criteria? Has it met the design brief?