



Year 1, Term 3 - Playgrounds

<p>Children explore a range of full-size items of playground equipment and make their own models. They have opportunities to learn about framework structures and how to make them stable and able to support loads. They investigate materials used for the play equipment, what the different parts of the equipment are, and how they have been assembled. Through a range of focused tasks they develop their use of construction kits, combined with reclaimed materials. The main outcome of this unit will be to design and make a model of an item of playground equipment e.g. slides, swings, roundabouts, climbing frames and adventure playground equipment.</p>	<p>Playgrounds</p> <p>Vocabulary In this unit, children have to use words and phrases relating to:</p> <ul style="list-style-type: none"> • designing e.g. drawing, user, model, plan • making e.g. equipment, parts, construction kits, join, fix • knowledge and understanding e.g. framework, movement, structure, weak, strong, on top of, underneath, side, edge, surface, thinner, thicker, corner, point, symmetrical edge, straight, curved – names and shapes of materials which are used in full-size playground equipment e.g. metal, wood, plastic – types of playground equipment e.g. swing, see-saw, roundabout, climbing frame, slide, rocking horse <p>names of mathematical 2D shapes e.g. circle, triangle, square, rectangle and 3D shapes e.g. cuboid, cube</p>
<p>Learning Intentions</p>	<p>Investigate, Disassembly and Evaluate</p>
<p>Children should learn</p>	<p>Activities</p>
<ul style="list-style-type: none"> • To relate the way things work to their intended purpose • how materials and components have been used, people's needs, and what other users say about them <p>To collect and sort information</p>	<ul style="list-style-type: none"> ▽ Visit a local playground to investigate the items of equipment found there. <i>Why do we have playgrounds? Is the play equipment good? Why? Do we need special equipment to play with?</i> Ask the children to name the different parts of the equipment. <i>What materials have been used? Why have these been chosen? How have the parts been joined together?</i> ▽ Ask the children to draw the equipment at the playground. ⊗ Children could carry out a survey of favourite items of playground equipment. <p>Children could make a collection of pictures of different outdoor play equipment from magazines and catalogues. <i>Who are they for? How have they been made?</i></p>



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Learning Intentions	Focused Practical Tasks
Children should learn:	Activities
<ul style="list-style-type: none">• To assemble, join and combine materials and components together using a variety of temporary methods• To make their structures more stable and able to withstand greater loads• To recognise shapes and their application in simple structures	<p>Discuss how modelling is used by designers to develop their ideas and test their products.</p> <p>Show the children how to construct a square or rectangular frame using construction kit framework components. Show them how they could make the frames more stable and able to withstand greater loads <i>e.g. by adding further kit parts or materials such as string or card, or by adding supports.</i></p> <p>Ask the children to construct a slide using bricks from a construction kit. Show the children that a strip of card could be used for the slide part to make it more slippery. Try out the slide using a model figure.</p> <p>Ask the children to construct a frame for a swing using suitable construction kit parts. Show the children how a seat could be made from a small cardboard box, or a section from an egg box. Show how the seat can be made to swing by attaching it to the frame using string, wool or other thread.</p> <p>Show how, and give the children the opportunity, to combine components from different construction kits using small pieces of masking tape, rubber bands or string. They could be given the task of making a seesaw using such techniques.</p>



Design and Make Assignment	
Children should design and make a model of a piece of playground equipment.	
Learning Intentions	
Children should learn:	
<ul style="list-style-type: none">• To draw on their own experience to help generate ideas• To use the appropriate vocabulary for naming and describing the equipment, materials and components they use• To make models which reflect their ideas To evaluate their products as they are developed, identifying strengths and possible changes they might make	<ul style="list-style-type: none">⊕ Explain to the children that they are going to design and make models of equipment for a playground. Discuss the intended user <i>e.g. very young children</i>, and the type of equipment that the user would like <i>e.g. the playground could be either traditional, adventure style or based on a particular theme.</i>⊕ Recap on their previous learning related to playgrounds and ensure that the children are aware of the construction kits and other materials available for them to use.⊕ Give the children an opportunity to discuss their ideas and to explain in both pictures and words what they would like to make. <i>What could you do? How could you do this? What do you need to know? Who could you ask? What does the model need to do?</i>⊕ Encourage the children to incorporate other materials <i>e.g. card, string or reclaimed materials</i> to make the construction kit models more realistic.⊕ Encourage the children to use the correct vocabulary for naming the construction kit components that they are using, and the parts of the playground equipment that they are creating.⊕ At certain stages gather the children together to talk about their work so far. <i>How will you make it stable? How could you make it stronger?</i> Encourage the children to evaluate their own work and that of others in a positive manner. <i>Is the equipment that you have made suitable for the intended user? Is the model stable? Is it fun to use?</i>