



Year 2, Term 2 – Buildings

	<b>Buildings</b>
<p>Children have opportunities to develop their understanding of structures. Observation of the school building gives children experience and information to draw on to develop their own ideas. They develop and develop their ideas by creating static models from sheet-reclaimed materials and using construction sets. They gain understanding of how to make structures stronger and more stable.</p>	<p><b>Vocabulary</b>            Children will use words and phrases relating to:</p> <ul style="list-style-type: none"> <li>• designing e.g. choose, try out ideas, discuss, drawing, label, list</li> <li>• making e.g. join, fix, plan, scissors, hole punch, masking tape</li> <li>• knowledge and understanding e.g. structure, strong, weak, wall, roof, window, glass, brick, transparent, hinge</li> <li>• mathematical understanding</li> <li>• e.g. square, rectangle, triangle, cube, cuboid, side, edge, surface, on top of, underneath, smaller than, symmetrical, beside, next to</li> </ul>
<p><b>Learning Intentions</b>            Children should learn:</p>	<p><b>Investigate, Disassembly and Evaluate Activities</b></p>
<ul style="list-style-type: none"> <li>• That there are many different buildings</li> </ul>	<p>Take the children for a walk around the environment to observe and discuss the range of buildings. Discuss structures            How do we enclose space? Are buildings different around the world?            e.g. igloos, tents</p>
<ul style="list-style-type: none"> <li>• The names of different buildings and the main features</li> </ul>	<p>Ask the children to draw examples of different types of buildings they have seen and label the main features e.g. doors, windows, chimneys, walls, roof.</p>
<ul style="list-style-type: none"> <li>• To observe carefully and draw simple shapes</li> </ul>	<p>Relate the main features to basic mathematical shapes.</p>
<ul style="list-style-type: none"> <li>• Be able to recognise and name basic mathematical shapes in the context of buildings</li> </ul>	



Learning Intentions	Focused Practical Tasks
Children should learn:	
<ul style="list-style-type: none"> <li>Basic joining techniques for 3D modelling using glues and masking tape</li> </ul>	Explain how designers make models to communicate their ideas to others and to develop their designs
<ul style="list-style-type: none"> <li>To make simple hinges</li> <li>How to make structures more stable</li> <li>To use their own experiences when developing ideas</li> <li>to use construction kits to aid modelling</li> </ul>	<p>Ask children to try to make a hinge. Discuss different methods</p> <p>Build rectangular frames using appropriate construction kit components</p> <p>Show them to the children and ask them to explore making the frames more stable e.g. by adding further parts, by having a wider base, or by constructing walls or different configurations.</p> <p>Ask children to build a room from construction kits and add furniture</p> <p>Make a simple paper/card structure to practise using glue.</p>
<b>Design and Make Assignment</b>	
<b>Children should design and make a model building</b>	
<b>Learning Intentions</b>	<b>Activities</b>
Children should learn:	
<ul style="list-style-type: none"> <li>to use their own experiences when developing ideas</li> <li>to clarify their ideas through discussion</li> <li>To make suggestions as to how to proceed</li> <li>To assemble, join and combine 2D and 3D materials into a model</li> <li>To use basic tools safely</li> <li>To evaluate products they have made, commenting on the main features</li> <li>To explore how the building can be made stronger and more stable</li> </ul>	<ul style="list-style-type: none"> <li>apply what they have learnt, in their designing and making</li> <li>say how they are going to make their model</li> <li>construct a model by joining and combining 2D and 3D materials in appropriate ways</li> <li>use basic tools e.g. <i>scissors and snips</i> safely and effectively</li> </ul> <p>talk about their finished school saying what they have done well, what they are particularly pleased with, and which parts might have been done better</p> <p><b>Health and safety</b>            When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used.            In addition, the following point should be noted:</p> <ul style="list-style-type: none"> <li>visits out of school need to be well</li> </ul>



Thames View Infants  
***Design & Technology Scheme of Work***

	supervised with appropriately briefed adult helpers supporting teaching staff
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