

**Component 4:**

**We should know:**

Pupils will know how to use a wide range of materials and components considering their functional properties and aesthetic qualities. They will be able to explain why they have used particular materials using correct topical vocabulary.

**What we will know after this sequence:**

- Pupils will know how to evaluate their ideas and products against a design criteria.
- They will be able to explain the flaws in their design and how they could be improved in future construction based tasks.
- They will be able to provide a peer evaluation in order to consider the views of others to improve their work.

**Vocabulary:**

Critique, peer evaluation, constructive feedback, improvements.

**How will this feed into my next learning?**

Children will end the unit with a completed labelled 3D structure to represent the layers of a rainforest.

**SEN:**

Sentence stems provided for peer feedback.



**Component 3:**

**We should know:**

Pupils will know how to strengthen, stiffen and reinforce more complex structures so that their 3D rainforest fits the purpose. They will know that triangles are the strongest shape and the reason behind this.

**What we will know after this sequence:**

- Pupils will know how to use a wide range of materials and components considering their functional properties and aesthetic qualities.
- They will be able to explain why they have used particular materials using correct topical vocabulary.

**Vocabulary:**

Function, materials, aesthetic, visual, textures, structure.

**How will this feed into my next learning?**

Children will reflect upon their model to evaluate the strengths and weaknesses in their design.

**SEN:**

Children to tell peers and an adult why they are choosing to use particular materials in their model. (Adult to evidence this discussion in book)

**Component 2:**

**We should know:**

Pupils will know how to create an annotated sketch to show a 3D model of a rainforest. They will be able to show the four layers in their design and will sketch the different features of each appropriately. Pupils will know how to label the sketch to show their ideas for materials used.

**What we will know after this sequence:**

- Pupils will know how to strengthen, stiffen and reinforce more complex structures so that their 3D rainforest fits the purpose.
- They will know that triangles are the strongest shape and the reason behind this.

**Vocabulary:**

Strength, reinforce, structure, material, shapes, support.

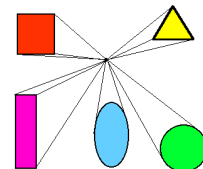
**How will this feed into my next learning?**

Children will use their knowledge of strength to construct the layers of the rainforest used within their model and try to piece them together in a sturdy way.

**SEN:**

Additional adult support to remind children of the different ways to strengthen a structure.

Visual reminders displayed.



**Component 1:**

**We should know:**

Pupils should know that there is more than one layers in a rainforest. They should know how to sketch things in proportion to others and to focus on the outline first before adding further details.

**What we will know after this sequence:**

- Pupils will know how to create an annotated sketch to show a 3D model of a rainforest.
- They will be able to show the four layers in their design and will sketch the different features of each appropriately.
- Pupils will know how to label the sketch to show their ideas for materials used.

**Vocabulary:**

Shading, labels, plan, 3-dimensional, model.

**How will this feed into my next learning?**

Children will use sketches to create their own 3D shoebox model showing the various layers of a rainforest.

**SEN:**

Labels for the four layers pre made to use in lesson.

