

Observation record

Year 1 Technology: Building with shapes

Purpose of assessment: To investigate different shapes and materials, and explore their specific characteristics to meet a particular design challenge.

Name:		Comment
Knowledge and Understanding	Identifies appropriate shapes and materials to meet design needs when producing own building for selected design challenge.	<i>Record the detail represented in the plan. Does it show evidence of understandings about shapes and materials that are best for building in this design challenge?</i>
Investigating and designing	Investigates and records appropriate data about common shapes and materials using a collecting strategy (such as tally marks).	<i>Record data collecting process, technique and reasoning.</i>
	Designs and plans simple ideas using appropriate shapes in a 2-D block building.	<i>Comment on identification of appropriate shapes that occur most in the built environment and how they communicate that understanding in their 2-D design.</i>
Producing	Makes a building to meet a selected design challenge and identifies, selects and uses 3-D shapes identified in own 2-D design plan.	<i>How well did their building match the plan? What shapes and material did they select that match their design?</i>
Reflecting	Reflects on the use of suitable shapes in their own design challenge building based on responses to reflective questioning.	<i>Record answers to questions from Section 5. Reflecting on our building — interview:</i> <ul style="list-style-type: none"> • <i>Is your building like your plan?</i> • <i>What will you do differently next time?</i> • <i>Which shapes did you use the most often? Why?</i> • <i>Which materials did you choose and why?</i> • <i>How did you meet the design challenge?</i> • <i>Were they the same shapes that we identified in our outside data collection?</i> • <i>Can you see your design ideas and shapes used in buildings around you?</i>

Numeracy indicator		✓
Space		
S 1 i	Identify the number of faces and corners (vertices) of 3D shapes and the number of sides and corners of 2D shapes.	
S 1 ii	Identify common 3D shapes (cubes, cylinders, spheres, cones) in everyday environments and non-typical representations of triangles and rectangles including squares.	
Chance and Data		
CD 1 ii	Represent, read and compare categories of data on a picture table identifying “most”, “more”, “not many” and “least”.	

Feedback

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