

Kindergarten Term 3

August Recyclable Construction Project

This term Kindergarten students will be invited to design and create something new from recyclable materials at home.



Design and Make Process:

- watch the video on Google Classroom for ideas
- generate ideas of something new you could design and make from recyclable materials found at home
- plan your design ideas by drawing and talking about your plan with an adult
- collect materials to use from around your home, such as cereal and packing boxes, toilet rolls, bottles, markers, paints, sticky tape, bottle tops, stickers, pom poms etc.
- create your planned design (some ideas - pots for plants, road map, house, animal, robot, rocket, car, bridge)
- make any adjustments and changes

Please only use safe materials you have at home. Parents we ask you to assist students with using appropriate material and equipment safely

Science Success Criteria:

Students will need to:

- generate and express ideas for design possibilities
- consider available resources when planning design solutions
- record and express design ideas through drawings, play-based models and oral descriptions
- develop safe skills when using materials and equipment with parent guidance
- explore and manipulate materials to discover possibilities of their uses
- produce designed solutions
- sequence steps to solve a problem with parent guidance
- work collaboratively with parents to investigate ideas and improve ideas to solve a problem

Science Focus Question

How does following steps help to achieve a goal?

How do the properties of materials affect their use?



Due: Tuesday 31st August

Please load a photo of your plans, recyclable construction and your reflection onto Google Classroom or send via email.

Student Self Reflection

	Great Work! 3 	Good Job! 2 	Getting there! 1 
Scientific design plan	Student used drawings and oral explanations to plan their work. They were also able to identify the materials needed to make their design.	Student planned their design using drawings but required parental assistance. They could identify some of the materials they would need.	Student needed parental guidance and assistance to plan their design and identify the materials they would need.
Science make process	Student with parental guidance used materials to successfully make something new with recyclable materials. They were able to manipulate and evaluate materials. They were leading the making process.	Student with parental guidance used materials to make something new with recyclable materials. They required assistance to evaluate and manipulate materials. They led some of the making process.	Student needed significant parental guidance and assistance to make their design and use the materials they required.
Science improvement and design evaluation	Student worked collaboratively with their parent to improve their design and solve problems.	Student improvement and problem solving of their design was led by parents.	Student needed significant parental guidance to improve their design and solve problems.
Engagement in activity	Student actively engaged and enjoyed the design task. They drove the designing and making process.	Student engaged in the design and make task but required the adult to lead the project.	Student needed parental guidance to complete the task.

Teacher Feedback

