



## Unit Title: Making a board game Yr grp:2 Hours (approx.)

**Prior Knowledge:** Y1 Designing and making a Fairy house, A lighthouse, A bird house.

National Curriculum	Key Knowledge & Skills
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<p>Board games are created with a set of rules to make the game fair.            Board games are played with an element of chance; so anyone can win.            All players follow the rules and take turns.            Equipment like dice, spinners are used to decide upon where you move to.            Counters are used to show the position of where each player is on the board.            Board games are attractive to look at, so it encourages you to play.            A winner is decided by either being the first player to finish or has the most points at the end of the game.</p>

### What lessons will be taught (inc skills)

- 1. What do we know about what Design Technology?**
- 2. Review current board games and create a design criteria.**
- 3. Design a board game with a clear set of instructions.**
- 4. Make the board game**
- 5. Write a clear set of instructions.**
- 6. Play your game with a friend and evaluate it by saying how saying what worked and how it could be improved.**

Resources/CPD	Vocabulary				How we will communicate our findings? Outcomes
	Design	Make	Evaluate	Technical Knowledge	
A variety of board games Counters Dice	instructions rules label diagram	attractive clear	play fun improve	fair	Create a game with a set of rules
Cross Curricular Opportunities		Oracy Opportunities			Visits / Visitors (with dates)
Maths – counting on / number sequences and patterns, taking turns, totaling points.	Saying and listening to sets of rules Playing games				