



IMAGE © GARY COOK, ALAMY

What to do

- Issue the photocopiable sheet and go through the instructions with the children.
- Let the children make their windmills, but check that they can make holes in the paper and card safely. If not, make holes for them.
- Ask the children to test their windmills by blowing on them or spinning them gently with a finger. Allow them some time to make adjustments if necessary.

Differentiation

- Less dexterous learners may need help in marking out the cuts to be made on the diagonals, and in gathering the sails to the centre.
- More dexterous learners may like to make another windmill, with larger or smaller sails, and compare it with the first one that they have made.

Assessment

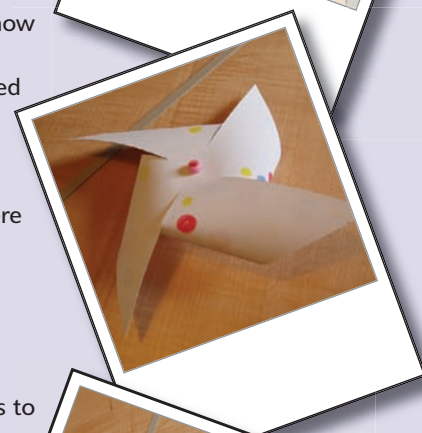
The children can be assessed on the way they carry out their practical work and the quality of their finished product.

Plenary

- Let the children show how their windmills work. If it is windy, they could take their windmills outside and see how they perform.
- You could use the website suggested in the resources, to examine how complicated a real windmill is.
- With older children, you may like to search the website to discover where windmills and watermills were built in the locality. The maps show a surprising number of mills.

Outcomes

- The children can follow instructions to make a model.
- They can construct a model that works.



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