

LESSON PLAN

LESSON PLAN NUMBER: 6

Department: AMA Phase 2 Core Mechanical

Aim: To gain knowledge and understanding of Machine Shop Appreciation CME29

Topic: Phase 2 ROA Core Mechanical – Machine Shop Appreciation CME29

Previous Knowledge: Phase 1

Target Time	Record of Achievement Reference	Objectives/Content	Tutor Activity	Learner Activity	Resources		Assessment
					Handouts	Equipment	
Session 1 1.40 hrs (Subject to TTE Lunch & Break Rota)	CME29 Machineshop Appreciation Manufacturing a pipe section & preparing the weld Prep' to BS499 Turning, Taper Turning Surface Finish, Specific Tolerances	Practical Session Objective 1 - (<i>Pipe Section</i>) Introduction H&S, the various hand and machine tools used, measure, mark, prepare piece for manufacture	Set out the days objectives Re-cap planning Tool-Box Talk Explain the risks Technical support	Check the machine Re-cap plan safe operation of the lathe	Drawing	Workshop tools Precision measuring tools	Observation Product
Session 2 1.40 hrs (Subject to TTE Lunch & Break Rota)	CME29 Machineshop Appreciation Manufacturing a pipe section & preparing the weld Prep' to BS499	Practical Session Objective 2 - (<i>Pipe Section</i>) Turning Tapered diameters finishing	Recap/ Bridge last session, intro this session Technical support	safe operation of the lathe observation setting the tailstock true Interim inspection	Drawing	Workshop tools Precision measuring tools	Observation Product
Session 3 1.40 hrs (Subject to TTE Lunch & Break Rota)	CME29 Machineshop Appreciation Manufacturing a pipe section & preparing the weld Prep' to BS499	Practical Session Objective 3 - (<i>Pipe Section</i>) Turning Facing Chamfers	Recap/ Bridge last session, intro this session Technical support E	safe operation of the lathe turning operations Final inspection	Drawing	Workshop tools Precision measuring tools	Observation Product
Session 4 1.40 hrs (Subject to TTE Lunch & Break Rota)	CME29 Machineshop Appreciation Manufacturing a pipe section & preparing the weld Prep' to BS499	Practical Session Objective 4 - (<i>Pipe Section</i>) Boring Chamfering	Recap/ Bridge last session, intro this session Technical support Examination of product feedback	safe operation of the lathe turning operations Final inspection	Drawing	Workshop tools Precision measuring tools	Observation Product

Equality & Diversity	Differentiated Learning Activities (Highlight or tick where applicable)
<p><u>Challenge stereotypes by:</u></p> <ul style="list-style-type: none"> • Using non discriminatory language. • Using diverse images, names & scenarios. <p><u>Promote a positive learning environment by:</u></p> <ul style="list-style-type: none"> • Being a positive role model. • Encouraging collaborative work. • Valuing individual characteristics and experiences. • Encouraging learners to participate. • Nurturing mutual respect. • Promoting positive behaviour. <p><u>Promote inclusion by:</u></p> <ul style="list-style-type: none"> • Anticipating and addressing potential barriers to learning. • Using accessible resources. 	<ul style="list-style-type: none"> • Mix of individual, paired and group work. <input type="checkbox"/> • Variety of activities for different learning styles. <input type="checkbox"/> • Learner support. <input type="checkbox"/> • Targeted differentiated questioning to check learning with prompts/leads to support less able learners. <input type="checkbox"/> <p><u>Specific Differentiation activities:</u></p> <ul style="list-style-type: none"> • By Extension <input type="checkbox"/> (For example additional practical tasks after completion of ROA content for the most able) • By Group Work <input type="checkbox"/> (For example grouping learners of mixed ability y to support each other within the peer group) • By Content. <input type="checkbox"/> (For example study different materials within the same topic area) • By Activities. <input type="checkbox"/> (For example study the same content but do different activities) • By Gradation <input type="checkbox"/> (for example the same information and activities are given as the activity becomes progressively more difficult only the more able complete the difficult tasks)
<p align="center">Individual Learner / Group Targeted Needs / Strategies (List details where applicable)</p>	
Empty space for individual learner/group targeted needs/strategies	