Year : 1	Term : 1	Topic : Moving Pictures	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (Opportunities)
Investigative, Disassembly and Evaluative Activities (IDEAs)			
Children will learn: • that simple levers and sliding mechanisms can be used to create movement; • that levers are used in products *eg scissors, balances and moving books;* ▪ to use drawings to represent products. ▪ That basic clipart designs can be accessed on the computer. (**Progression in Design Skills GI 1)**	▪ Discuss with the children a collection of books, cards and other products that have moving parts. *What does the moving part do? How does it work? What effect does it have? ... Surprise? Does it show how something works? Does it work well?* ▪ Use a simple moving picture book to talk about how levers and sliders can be used to make movement and bring stories to life. ▪ Use some examples of simple lever and sliding mechanisms made from card or construction kits to discuss with the children how these mechanisms work. Introduce new vocabulary *eg 'lever' and 'pivot'.* ▪ Ask the children to investigate products that include levers *eg a balance, a pair of scissors.* Encourage children to make drawings with arrows to show movement and label parts/materials *eg blade, handle, metal*	• a selection of products with moving parts *eg scissors, balances, storybooks, badges, puppets, cards* • a selection of favourite storybooks • disposable pictures which can be cut up for experimentation • textbooks containing images of articulated figures	Can the children: ▪ identify simple levers and sliders in moving books/products and explain how they work; ▪ make drawings of simple products to show how they work; ▪ use appropriate vocabulary to describe mechanisms?
Focused Practical Tasks (FPTs)			
Children will learn: ▪ that construction kits can be used to try out ideas; ▪ to make simple sliding and lever mechanisms; ▪ how to use tools *eg scissors and a hole punch safely.* **(Progression in Design Skills DR1)**	▪ Demonstrate how to make simple sliding mechanisms and lever mechanisms using card strips and paper fasteners. Ask the children to explore the theme of 'appearing and disappearing' using sliders. ▪ Explore simple lever mechanisms using construction kits. ▪ Ask the children to draw a picture of themselves on card and make one part of their body move. Remind children not to draw too small. (A prepared drawing of a child/teddy could be given for this activity.) ▪ Ask the children to practise punching holes *eg make a paper chain decoration or a chain with their names on.*		Can the children: ▪ try out their ideas using construction kits to make simple levers; ▪ (with some adult support) assemble strips of card to make simple sliders and lever mechanisms; ▪ use tools safely?

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Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (Opportunities)
(Progression in Design Skills M2)	▪ Children will model a pair of scissors with card or practise making levers and linkages by copying the examples. ▪ Children will practise stiffening – give them a picture from a newspaper, ask them to make the arms move by cutting and using paper fasteners. If the arms are too floppy, show how to make them stiffer with straws and pipe cleaners.		
Design and Make Assignment (DMA)			
Children will learn: • to suggest ideas and explain what they are going to do • to model their ideas in card and paper • to make their design using appropriate techniques ▪ to evaluate their product by discussing how well it works in relation to the purpose **(Progression in Design Skills P1)** **(Progression in Design Skills E1)**	• Give children the following design brief: ➢ **Design and make a moving picture using sliders or levers to represent an appropriate part of a complete story or nursery rhyme.** • Discuss with the children the requirements for their story with a moving picture. *Who is the story for? What might it be like? How could you do this?* ▪ Divide up a familiar story into sections. Organise the children to work on different sections of the story. *What must the individual picture do? How is it going to move?* ▪ Discuss with the children the types of finishing techniques that could be used *eg collage, paint, felt-tip pens.* ▪ Discuss with the children the order in which things need to be done. *How could you do this? What could you use? What do you need to do first?* ▪ Ask the children to model their ideas first in paper or card (this mechanism could be used in the final picture or model). ▪ Talk through ideas with the children as they begin to make and during different stages of making. *How well is this working? What could you do to make it better?* ▪ Encourage pupils to record their own progress with words and pictures ▪ Evaluate the final moving picture by discussing strengths and areas for development.	• paper card of different thicknesses; pre-cut strips of card. • paper fasteners, masking tape, glue, pliers, punch or single-hole punch, scissors • a selection of coloured papers, pens, paints construction kits	Can the children: • apply what they have learnt through IDEAs/FPTs in their designing and making; ▪ develop their design ideas through talking and modelling; ▪ choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture; evaluate strengths and weaknesses of their product?