

Storybooks

Design & Technology

Year 3/4

Lesson 2 of 6

Learning Objective		Resources	
To experiment with a range of techniques to create moving mechanisms.		Slides Worksheet 2A Paper and card Scissors and craft knives Joining materials e.g. paper clips, split-pins, masking tape, sticky tape, glue etc.	
Teaching Input			
<ul style="list-style-type: none">How many different types of moving mechanisms can you remember from last lesson? Give children one minute to list as many as they can with a partner then share with the class.Tell children that today they will be having a go at making some of these mechanisms to give them ideas for when they make their own storybooks.Go through the slides looking at some of the different techniques e.g. making a paper concertina, creating a pop-out object, making window flaps that open, rotating objects using a split-pin and using a lever to create a moving part.Ask children to discuss how they could join the pieces together and to the pages in their storybook. Is it best to use glue? Masking tape? Sticky tape? Paper clips?Ask children to discuss which mechanism was the easiest and hardest to make. Which one would you like to use in your own storybook? <p>NB: Make sure children are aware of the safety issues involved when using sharp objects, especially craft knives.</p>			
Main Activity			
<u>Lower ability:</u> Provide children with all the materials they will need (paper, card, glue, split-pins, paper clips etc) and ask them to practise 3 of the techniques. Support children with scoring and folding.	<u>Middle ability:</u> Provide children with all the materials they will need (paper, card, glue, split-pins, paper clips etc) and ask them to practise all of the techniques. Encourage children to be as neat and accurate as possible.	<u>Higher ability:</u> Provide children with all the materials they will need (paper, card, glue, split-pins, paper clips etc) and give them the challenge cards on worksheet 2A. Children to practise each of the techniques using specific measurements and materials.	
Fancy something different...?			
<ul style="list-style-type: none">Set up each table in the classroom to have a different type of mechanism to create (i.e., one table has materials for rotating objects, one table has materials for paper concertinas, etc.).Split the class into as many groups as there are tables and tell children that they will have around 10 minutes at each table to have a go at the different techniques.When their time is up, make sure that children have left their table as they found it, then move on to the next table. Repeat until each group has been to each table.			
Plenary		Assessment Questions	
Ask children to discuss the new techniques they learnt in this lesson and invite them to decide which one they will use in their storybook. Why will they use this one? Is it best to use one technique or all of them in one book? Why/why not?		<ul style="list-style-type: none">Can children cut and shape materials with some precision to make their mechanisms work?Can children join and combine materials and components in a variety of ways?Can children mark out and measure accurately?	