



Year 1, Term 2 – Moving Pictures

	<b>Moving Pictures</b>
<p>Children develop an understanding of simple mechanisms through designing and making moving pictures for a greeting card. Children develop their understanding of how movement can be created by investigating everyday products and making simple levers and sliders from given examples.</p>	<p><b>Vocabulary</b>            Children will use words and phrases relating to:</p> <ul style="list-style-type: none"> <li>• designing e.g. <i>idea, discuss, choose, drawing, labelling</i></li> <li>• making e.g. <i>hole punch, paper fastener, join, cut carefully, planning</i></li> </ul> <p>knowledge and understanding e.g. <i>moving, handle, lever, pivot, pull, push, slider, direction, blade, metal, balance, movement, forward, backwards, order, sequence, length</i></p>
<b>Learning Intentions</b>	<b>Investigate, Disassembly and Evaluate</b>
Children should learn	<b>Activities</b>
<ul style="list-style-type: none"> <li>•</li> <li>• That simple levers and sliding mechanisms can be used to create movement</li> <li>• That levers are used in products e.g. <i>scissors, balances and moving books</i></li> <li>• To use drawings to represent products</li> </ul>	<p>Discuss with the children a collection of books, cards and other products that have moving parts. <i>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?</i></p> <p>Use a simple moving picture book to talk about how levers and sliders can be used to make movement and bring stories to life.</p> <p>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 e.g. <i>'lever' and 'pivot'</i>.</p> <p>Ask the children to investigate products that include levers e.g. <i>a balance, a pair of scissors</i>. Encourage children to make drawings with arrows to show movement and label parts/materials e.g. <i>blade, handle, metal</i>.</p>



Learning Intentions	Focused Practical Tasks
Children should learn:	
<ul style="list-style-type: none"><li>• That construction kits can be used to try out ideas</li><li>• To make simple sliding and lever mechanisms</li></ul> <p>How to use tools e.g. <i>scissors and a hole punch safely</i></p>	<p>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.</p> <p>Explain to the children that a lever has a pivot point. This can be shown with card strips and a paper fastener. Compare the movement of a lever to a slider. A slider moves backwards and forwards in a straight line. This can be shown by a strip of card that can move backwards and forwards through slots in another piece of card. Children could cut out their own pictures to attach to the card strips to create simple moving pictures.</p> <p>Explore simple lever mechanisms using construction kits.</p> <p>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.)</p> <p>Ask the children to practise punching holes e.g. <i>make a paper chain decoration or a chain with their names on.</i></p> <p>Children could model a pair of scissors with card or practise making levers and linkages by copying the examples.</p> <p>Children could 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.</p>



<b>Learning Intentions</b>	
Children should learn:	
<b>Design and Make Assignment</b>	
<b>Children should design and make a moving picture for a greeting card</b>	
<ul style="list-style-type: none"><li>• To suggest ideas and explain what they are going to do</li><li>• To model their ideas in card and paper</li><li>• To make their design using appropriate techniques</li></ul> To evaluate their product by discussing how well it works in relation to the purpose	<p>Discuss with the children the requirements of different sorts of greeting cards. <i>Who is the card for? What might it be like? What part would you want to move? How could you do this?</i></p> <p>Discuss with the children the types of finishing techniques that could be used e.g. <i>collage, paint, felt-tip pens.</i></p> <p>Discuss with the children the order in which things need to be done. <i>How could you do this? What could you use? What do you need to do first?</i></p> <p>Ask the children to model their ideas first in paper or card (this mechanism could be used in the final picture or model).</p> <p>Talk through ideas with the children as they begin to make and during different stages of making. <i>How well is this working? What could you do to make it better?</i></p> <p>Evaluate the final moving picture by discussing strengths and areas for development.</p>