





**Enquiry Question**


How can you create a book with pop-up mechanisms?

**Focus:**

Pop-up mechanisms

**Be Brilliant**  **CULTURAL DIVERSITY**  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Believe**  **POSSIBILITIES**  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

**Bebrave**  **ADVENTURE**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons	Outcome	Skills used (NC)
1 <i>Knowledge harvest</i> <i>As designers, we are learning to explore what pop-up mechanisms are used for.</i> What are pop-up mechanisms?	Children will explore a range of books which contain pop-up mechanisms.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
2 <i>As designers, we are learning to explore and investigate different mechanisms.</i> How do pop-up mechanisms work?	Children will look at a range of mechanisms and layering techniques. Develop, model and communicate ideas through modelling, templates and mock-ups. Children will use cutting, shaping, tearing, folding and curling.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
3 <i>As designers, we are learning to explore a range of joining and strengthening techniques.</i> How can we join paper and card?	Children will explore a range of joining techniques (such as gluing, hinges or combing materials to strengthen).	Apply their understanding of how to strengthen, stiffen and reinforce paper and card.
4 <i>As designers, we are learning to create a mock-up of pop-up book.</i> What worked well with our mock-up and what needs developing?	Children use their chosen technique and materials to create a mockup. Children develop practical skills in cutting materials safely measure and mark to the nearest centimetre. Evaluate chosen techniques.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Apply their understanding of how to strengthen, stiffen and reinforce paper and card.
5 <i>As designers, we are learning to create a pop-up book.</i> How can create a working pop-up book?	Children use their chosen techniques and materials to create their mechanism and pop-up book.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Apply their understanding of how to strengthen, stiffen and reinforce paper and card.
6 <i>As designers, we are learning to evaluate our models.</i>	Children evaluate their designs and present their ideas to each other providing peer to peer feedback.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

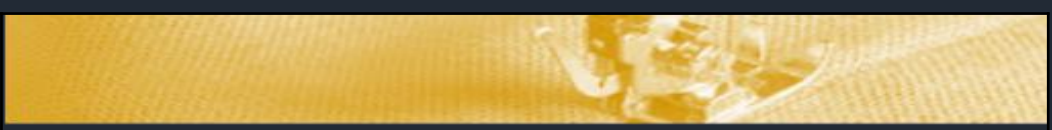
Composite: To create a class book of pop- up mechanisms.



<b>Enquiry Question</b>	How do I make and prepare a healthy snack?	<b>Focus:</b>	Healthy Eating
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CULTURAL DIVERSITY	Sequence of lessons	Outcome - from overview	Skills used (NC)
<b>Be Brilliant</b> Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.	1	<i>As designers, we are learning what the Eatwell plate is and create a healthy food plate of their own.</i> What are the 5 food groups and how do they help the human body?	Identify the 5 food groups included in the Eatwell plate and create their own Eatwell plate.
	2	<i>As designers, we are learning to create one healthy snack using lot of different colourful fruits, vegetables and cutting techniques.</i> How do you make rainbow fruit skewers? – focus of cutting skills (techniques used to prepare)	Identify healthy fruits and make rainbow fruit skewers using a range of cutting techniques.
	3	<i>As designers, we are learning to locate where our food comes from in the world .</i> Where do our fruits and vegetables come from? – visit from supermarket (Geography)	Understand where our fruits and vegetables come from and select the fruits that are available.
<b>Believe POSSIBILITIES</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.	4	<i>As designers, we are learning to design and create a couscous salad using a variation of fruit and vegetables.</i> How do you make a couscous salad?	Understand what fruits and vegetable go in a food salad and the methods needed to create one.
	5	<i>As designers, we are learning to design and create a healthy sweet snack.</i> Why is it important to eat a range of food types/ categories? –Focus on using a range of food categories.- Muffins	Understand how a snack can be sweet but healthy and why it is important to eat a range of food categories.
<b>Bebrave ADVENTURE</b> Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.	6	<i>As designers, we are learning to make a sweet snack following our design and recipe from last lesson.</i> What techniques do you use to create your design?	To understand and identify what categories of the Eatwell plate you are using in your design.

Composite: Share their healthy sweet snack with parents.



<b>Enquiry Question</b>	How do you make a kite that flies?	<b>Focus:</b>	Textiles
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CULTURAL DIVERSITY	Sequence of lessons	Outcome - from overview	Skills used (NC)	
<p><b>Be Brilliant</b> Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p><b>POSSIBILITIES</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p><b>Believe</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p><b>ADVENTURE</b> Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	1	<i>As designers, we are learning to explore what kites are and the history of kites.</i> Where did they originate from? Why?	Children will explore a range of kites and investigate where kites came from and why they were invented.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
	2	<i>As designers, we are learning to explore and investigate different materials used to make kites.</i> What materials are they made from? Why?	Children will look at a range of mechanisms and layering techniques. Develop, model and communicate ideas through modelling, templates and mock-ups. Children will use cutting, shaping, tearing, folding and curling.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
	3	<i>As designers, we are learning to explore and investigate different materials used to make kites.</i> What they look like, why are they effective, what are they made from?	Children will explore a range of kite designs (diamond kite, delta kite, box kite and parafoil kite).	Apply their understanding of how to strengthen, stiffen and reinforce paper and card.
	4	<i>As designers, we are learning to investigate materials that are most effective in enabling a kite to fly.</i> What materials are the most effective for kite design?	Children use their chosen materials to create a mockup. Children will explore a range of kite designs.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Apply their understanding of how to strengthen, stiffen and reinforce paper and card.
	5	<i>As designers, we are learning to construct a kite by following a design.</i> . Using their chosen material, children follow instructions to construct their kite. Does it work? Could they try another material/design?	Children use their chosen design and materials to create their kite design mockup	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Apply their understanding of how to strengthen, stiffen and reinforce paper and card.
	6	<i>As designers, we are learning to evaluate our models.</i> <i>construct their kite. Does it work?</i> Evaluation of finished kite. Did it fly? Why/why not? What could they do differently next time?	Children evaluate their designs and present their ideas to each other providing peer to peer feedback.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Composite: Kite Flying show