



	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	DT L.O. 5 To be able to explore and evaluate a range of existing products.	<p>Look at a range of moving pictures - focusing on picture books, cards etc</p> <p>Introduce the idea of making a moving picture of The Great Fire of London for a display.</p> <p>Look at examples of different types of mechanisms focusing on levers and sliders. Discuss purpose of each and how they are all around us eg door handles are levers, the childrens' trays are examples of sliders etc</p> <p>Take some examples of moving pictures apart, if possible and explore how they have been put together, look at the materials used etc</p>	<ul style="list-style-type: none"> <li>Know the names of different types of mechanisms</li> <li>Know that mechanisms can be made in different ways and for different purposes</li> <li>Understand that different mechanisms produce different types of movement</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use sliders and levers</li> </ul>	<p>moving picture</p> <p>mechanism</p> <p>lever</p> <p>slider</p>
Lesson 2	DT L.O. 3 To be able to select from and use a range of tools and equipment to perform practical tasks <i>[for example, cutting, shaping, joining and finishing]</i> .	<p>Discuss how we looked at different moving part mechanisms in the last lesson.</p> <p>We are going to learn how to make a simple slider.</p> <p>Demonstrate to the children how to make a simple slider. Children to decide what picture they would like to move, and make a decision as to whether this should be represented using a side to side slider or an up and down slider.</p> <p>Possibly link to habitats and Science work?</p>	<ul style="list-style-type: none"> <li>Know that a slider moves from side to side or up and down</li> </ul>	<ul style="list-style-type: none"> <li>Make a simple slider</li> <li>Use simple tools safely</li> <li>Use a variety of different materials</li> </ul>	<p>slot</p> <p>guide</p> <p>bridge</p>

Lesson 3	DT L.O. 3 To be able to select from and use a range of tools and equipment to perform practical tasks <i>[for example, cutting, shaping, joining and finishing]</i> .	<p>Discuss how we looked at different moving part mechanisms in the last lesson.</p> <p>We are going to learn how to make a simple lever. Look at the work of the Greek Mathematician and Scientist, Archimedes, who came up with the explanation of how levers (and pulleys) work.</p> <p>Demonstrate to the children how to make a simple lever. Children to decide what picture they would like to move, but possibly link to Dience and habitats work?</p>	<ul style="list-style-type: none"> <li>● Know who Archimedes was.</li> <li>● Know that a lever moves in a curve or circle.</li> </ul>	<ul style="list-style-type: none"> <li>● Make a simple lever</li> <li>● Use simple tools safely</li> <li>● Use a variety of different materials</li> </ul>	pivot paper fastener
Lesson 4	DT. L.O1 To be able to design purposeful, functional appealing products for themselves and other users based on design criteria.	<p>Introduce the idea that they are going to make a moving picture box as part of a Fire of London display.</p> <p>Discuss what we need to do or have to create a successful moving picture - identify the design criteria for making it.</p> <p>Discuss the stages needed for making the product - painting the inside of the shoebox, fixed parts to go inside, making the mechanism itself - make the decision as to whether they are making a slider or a mechanism in their product. What part of the picture will move - flames, water etc</p> <p>Children design their product and label, identifying the mechanism and how it fits in with the design. Identify materials and tools needed.</p>	<ul style="list-style-type: none"> <li>● Know what design criteria are and can identify them for making a product</li> <li>● Identify the appropriate tools and materials needed for making a product</li> </ul>	<ul style="list-style-type: none"> <li>● Use knowledge of mechanisms when designing a product</li> </ul>	design design criteria product purpose
Lesson 5	DT L.O. 4 To be able to select from and use a wide range of materials and components, <i>including construction materials,</i>	<p>Painting of boxes to prepare the background of the Fire of London scene.</p> <p>Making fixed boxes ready to go inside the shoebox - houses etc</p>	<ul style="list-style-type: none"> <li>● Know which are the suitable materials needed to make a product.</li> </ul>	<ul style="list-style-type: none"> <li>● Make fixed parts for the moving picture</li> </ul>	

	<i>textiles and ingredients, according to their characteristics</i>	Remembering the purpose and the need to meet design criteria.			
Lesson 6	.DT L.O. 3 To be able to select from and use a range of tools and equipment to perform practical tasks <i>[for example, cutting, shaping, joining and finishing]</i> .	<p>Making of the moving part - either the slider or mechanism. Attach to the shoebox</p> <p>Add any other parts to the moving picture box.</p> <p>Remembering the purpose and the need to meet design criteria.</p>	<ul style="list-style-type: none"> <li>Know which are the suitable tools needed to make a product</li> </ul>	<ul style="list-style-type: none"> <li>Make a working slider or lever</li> <li>Use simple finishing techniques to improve the appearance of their product</li> </ul>	
Lesson 7	DT L.O. 6 To be able to evaluate their ideas and products against design criteria.	<p>Evaluation of their finished product against the design criteria. Focus on whether the moving part is successful and works.</p> <p>Remember the purpose of why they were making the product - for a display.</p> <p>Communicate in groups - Did they have to make changes? What would do differently next time?</p> <p>Photographs finished products.</p>	<ul style="list-style-type: none"> <li>Know why evaluating is an important part of the design, make, evaluate process.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a finished product against design criteria.</li> </ul>	evaluate user