



| Storybooks | | | | | | | | |
|------------|--|--|-----|--|---|--|--|--|
| G | roup: Year: Term: | | | | | | | |
| DT | | | | | | | | |
| Lesson 1 | Can children recognise products that contain lever and linkage systems? | | | | | | | |
| | Can children explain why a particular mechanism has been used for a particular purpose? | | | | | | | |
| | Can children use technical vocabulary to describe lever and linkage systems? | | | | | | | |
| Lesson 2 | 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? | | | | | | | |
| Lesson 3 | Are children aware that different fonts and graphic techniques need to be suited to their purpose? | | | | | | | |
| | Can children experiment to create a range of different fonts and graphic techniques? | | | | | | | |
| | Can children explain which designs they like best/ least and why? | | | | | | | |
| Lesson 4 | Can children create a design for a particular purpose? | | | | | | | |
| | Can children choose suitable mechanisms to create moving parts in their storybook? | | | | | | | |
| | Can children choose appropriate fonts and graphic techniques to use in their design? | | | | | | | |
| Lesson 5 | Can children follow a design to create a <mark>story</mark> book? | | | | | | | |
| | Can children create moving mechanisms that works well? | | | | | | | |
| | Can children create pages that are neat, accurate and creative? | | - 1 | | - | | | |
| Lesson 6 | Can children evaluate other people's finished products fairly and constructively? | | | | | | | |
| | Can children evaluate their own finished product fairly and constructively? | | | | | | | |
| | Can children explain what they would do differently if they were to make their product again? | | | | | | | |

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