

Storybooks : DT : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and evaluate products with lever and linkage systems.	Children will examine a variety of books with moving mechanisms and discuss their design and construction using some technical vocabulary. They will then more closely examine some moving mechanisms, sketching and labelling them.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Slides Selection of books with moving parts Worksheet 1A/1B/1C/1D
Lesson 2	To experiment with a range of techniques to create moving mechanisms.	Children will learn how to make some moving mechanisms using card or paper. They will then work independently or in groups to construct their own mechanisms.	<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? 	<ul style="list-style-type: none"> Slides Worksheet 2A Paper and card Scissors and craft knives Joining materials e.g. paper clips, split-pins, masking tape, sticky tape, glue etc.
Lesson 3	To explore and experiment with a range of different fonts and graphic techniques.	Children will consider the importance, and effects, of good graphic design and font selection for storybooks. They may then either practise sketching, shading and writing techniques, or use computer software to explore how fonts can be selected and altered so they are appropriate for a purpose.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Slides Font sheets A3/A6 paper Felt-tips/coloured pencils Scissors and glue Access to computers (FSD? activity only)
Lesson 4	To be able to plan and design a storybook.	Working either individually or in groups, children will draw and annotate designs for a storybook with some moving mechanisms.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Slides Worksheet 4A
Lesson 5	To be able to make a storybook with moving mechanisms using a design.	Referring to a previously completed design, children will make storybooks with some moving mechanisms.	<ul style="list-style-type: none"> Can children follow a design to create a storybook? Can children create moving mechanisms that works well? Can children create pages that are neat, accurate and creative? 	<ul style="list-style-type: none"> Slides Designs from Lesson 4 Paper, card, scissors, glue, paper clips, split-pins, craft knives, rulers, staplers, etc.
Lesson 6	To be able to evaluate a finished product.	Children will share, discuss and evaluate previously completed storybooks with moving mechanisms.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Slides Finished storybooks Worksheet 6A/6B/6C/6D