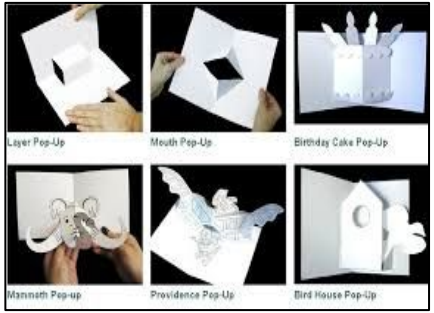
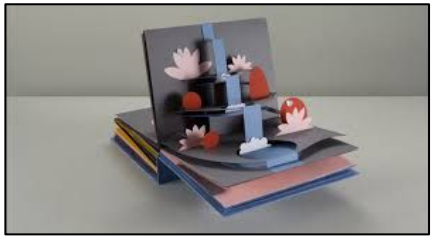
Key Question: *How can we make our pages pop?*

Explore how we can use mechanisms to make pictures pop up and out .

Vocabulary	
fold	to bend something, especially paper or cloth, so that one part of it lies on the other part, or to be able to be bent in this way
cut	to divide, break or make something smaller, using a sharp tool, especially scissors
pinch	to press something strongly between two hard things such as a finger and a thumb, usually causing it to narrow
score	to make a mark or cut on the surface of something hard with a pointed tool, or to draw a line through writing
crease	a line on cloth or paper where it has been folded
tools	a piece of equipment that you use with your hands to make or repair something
insert	to put something inside something else





In this topic, **we are learning to**:

- **Explore** different types of mechanisms, equipment and materials to make a picture pop. .
- **Generate** different designs and evaluate their practicalities.
- **Decide** on strengths and areas for development. .
- **Create** joining card and mechanisms and add finishing touches. .
- **Evaluate** our final product should have five pop ups.

Skills required:

- Cutting
- Measuring
- Glueing
- Joining
- Finishing

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Assessment Focus:

Explore

develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.
- learn about inventors, designers, engineers, chefs and manufacturers who have developed ground -breaking products.
- be able to disassemble and evaluate familiar products and consider the views of others to improve them.
- evaluate the key designs of individuals in design and technology has helped shape the world.

Generate:

start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.

- confidently make labelled drawings from different views showing specific features.
- when planning consider the views of others, including intended users, to improve our work.
- when planning explain our choice of materials and components according to function and aesthetic.

Select a wider range of tools and techniques for making their product safely.

Decide:

- identify the strengths and areas for development in our ideas and products.

Create:

-know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
- start to join and combine materials and components accurately in temporary and permanent ways.
- know how mechanical systems such as levers and sliders create movement.
- understand how to reinforce and strengthen a 3D framework.
- demonstrate how to measure, tape or pin, cut and join materials with some accuracy.
- begin to use finishing techniques to strengthen and improve the appearance of our product using a range of equipment including ICT.

Evaluate:

- evaluate our products carrying out appropriate tests.
- start to evaluate our work both during and at the end of the assignment.