

# KS3 DT This story will surprise you (Year 3 rolling programme)

**Through this unit pupils will:** Learn about pop up books, how different card mechanisms create different sorts of movement, accurate cutting, scoring and joining techniques needed.

**Keywords:** Illustrated, fold, crease, score, mark, slide, flap, tap, push and pull, rotate, spring, centre, path of travel, levers, three dimensional, two dimensional, specification, evaluation, improvement

	<u>B2 Step P5-6</u>	<u>B2 Step P7-8</u>	<u>B2 Step 1</u>
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p>Knows what pop-up book looks like.</p> <p>Evaluates their books by naming best features.(pop up/ slides)</p> <p>Knows that a pop-up book needs to have moving parts.</p> <p>Evaluates their book by naming best features. (I like ..... because)</p>	<p>Knows a pop-up book has parts of the book that move</p> <p>Understands that any writing in the book starts on the left hand side and goes right.</p> <p>Knows what tools they need to make their book design move (pop up/slide)</p> <p>Can suggest changes to materials used for bottom/sides to improve model</p> <p>Is able to evaluate their design and give some ways they can improve it</p>	<p>Knows how to research range of models to inform their own design.</p> <p>Understands that the parts of a pop up book need to be made from sturdy cardboard</p> <p>Is able to evaluate their design and make any improvements.</p> <p>Knows how to change design to improve performance and identify how and what has improved the performance.</p> <p>Is able to evaluate their design and make any improvements.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p>Is able to hold a book the correct way</p> <p>Adds parts to almost complete book</p> <p>Draw own pattern to decorate pictures for their book</p> <p>Uses scissors to cut out a simple template</p> <p>Evaluates their books/parts by naming best features.</p>	<p>Is able to identify all moving parts.</p> <p>Puts all parts together to make a book when given parts.</p> <p>Construct book from given parts and add a design to decorate.</p> <p>Uses basic tools appropriately to construct their pop up</p>	<p>Designs a book with all component parts, which move.</p> <p>Designs book on paper then can use the design to make model.</p> <p>Identifies and uses a wider range of tools</p> <p>Identifies appropriate material to make moving parts.</p>

		Can make a book, which will have moving parts by changing types of materials used.	Is able to adapt a design to improve performance and makes necessary changes to their book.
<p><b><u>Suggested teaching activities</u></b></p> <p><b><u>How should I teach this?</u></b></p>	<p>Show pop up books to class - ones with both pop up design and moving parts (slides)</p> <p>Activity on materials - which are sturdy enough, which aren't - lead to questioning around - what will happen if a book was made out of thin paper? Would it last? Would the pop up bits stay upright or flop down? What is the best material for a book? What would happen if a book was made out of felt?</p> <p>Through regular make do and evaluate practice, for pupils to continually test and improve their design</p>		