

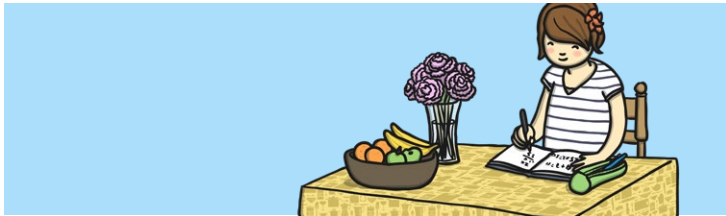
Introduction

This 'Moving Traditional Tale Pictures' unit gives children opportunities to develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas and then create their moving picture centred on the story of 'The Three Billy Goats Gruff.' Children evaluate their finished product.



Health & Safety

When carrying out a risk assessment for this unit, teachers will need to consider the materials, tools and equipment being used. Scissor safety rules should always be followed.



Home Learning

Learning a Traditional Tale: With an adult, children read the story of 'The Three Billy Gats Gruff'. Children are then asked to use the templates to make finger puppets of the main characters and use them to retell the story.

Making a Traditional Tale Wheel: Children decorate a partitioned wheel with pictures of characters from traditional tales. They then cut the wheel out. As an extra challenge children can turn the wheel into a moving mechanism.

Assessment Statements

By the end of this unit...

...all children should be able to:

- Explore an existing product.
- Draw a simple design.
- Make a picture which has at least one moving mechanism.
- Start to understand what design criteria is used for.
- Evaluate what they did well on their product.

...most children will be able to:

- Evaluate how well a product works.
- Draw a simple design and add annotations.
- Make a picture which aims to have two moving mechanisms.
- Use design criteria to help guide the making and evaluation process.

...some children will be able to:

- Answer in detail a range of questions about an existing product to help explore and evaluate it.
- Add detail and annotations to a design to show how different components move.
- Make a picture which uses a slider, wheel and lever mechanism to make it move.
- Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.

To find out more about PlanIt download our [free guide here](#).

To look at all the resources in the Moving Pictures Traditional Tales unit [click here](#).

Lesson Breakdown

1. Explore and Evaluate

Explore and evaluate a range of existing products in the context of exploring existing moving books.

- I can explore and evaluate an existing product.

Resources

- Examples of books where the parts move



2. Sliders

Explore and use mechanisms (for example sliders), in their products in the context of using a slider to make a picture move.

- I can use a mechanism in my product.

- Card strips, scissors, A4 paper



3. Levers

Explore and use mechanisms (for example levers) in their products in the context of using a lever to make a picture move.

- I can make a lever and use it in my product.

- Card strips, split pins, scissors, glue, blue tack



4. Wheel Mechanisms

Explore and use mechanisms (for example levers), in their products in the context of using a lever to make a picture move.

- I can make a wheel mechanism and use it in my product.

- Card wheels with holes in the centre, split pins, scissors, glue and coloured felt-tip pens/pencils



5. Designing

Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture.

- I can design a working product thinking about who it is for and what it needs.

Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture.

- I can make decisions about my product design and use an annotated sketch to show them.

- Coloured pencils/felt-tip pens



6. Making

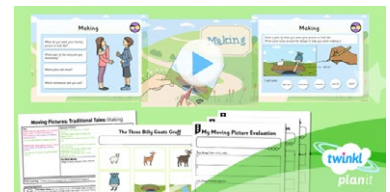
Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture.

- I can use mechanisms to make a product.

Evaluate their ideas against design criteria in the context of evaluating a moving picture.

- I can evaluate my product against design criteria.

- A3 sheets of cartridge/ thick paper, card discs with holes in the centre, split pins, scissors, glue, card strips and coloured felt-tip pens/pencils.



To look at all the resources in the Moving Pictures Traditional Tales unit [click here](#).