

# Year 1 – Moving Pictures

## National curriculum:

### TECHNICAL KNOWLEDGE

Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms for example levers, sliders, wheels and axels in their products.

### DESIGN

Design purposeful, functional, appealing products for themselves and others based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.

### MAKE

Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

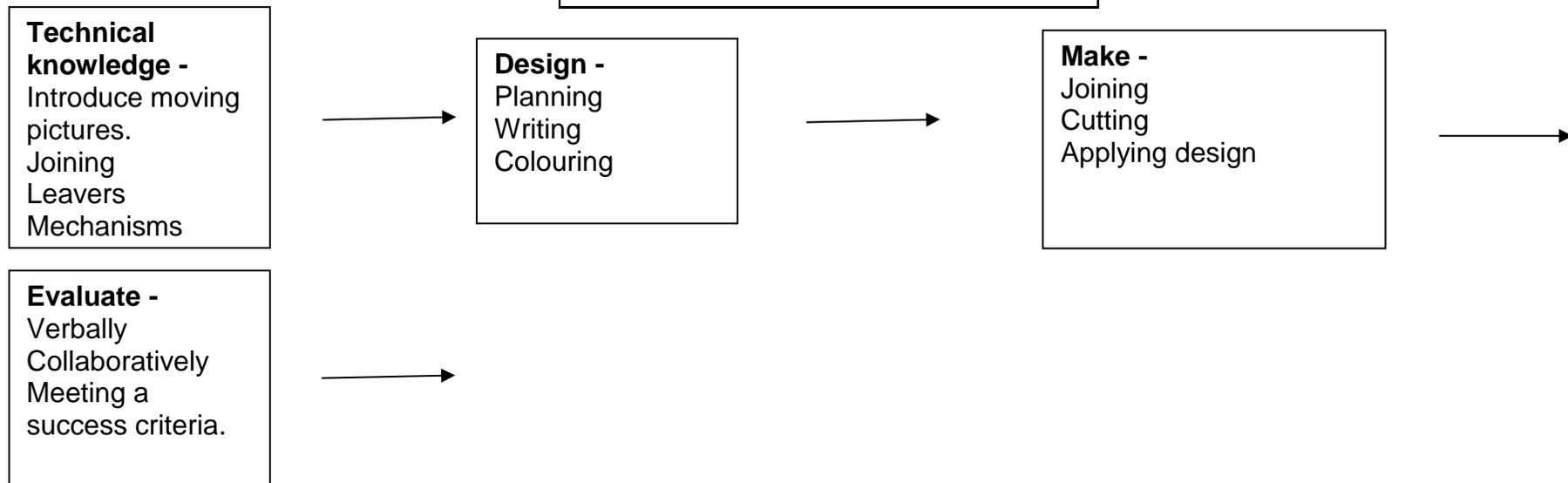
### EVALUATE

Explore and evaluate a range of existing products.

## Vocabulary:

Moving, parts, materials, paper, card, cutting, joining, decorating, designing, evaluating, right, left, up, down, turning, side to side.

## Snapshot overview



# Year 1 – Moving Pictures

**DT Medium Term Planning**

**Year Group: 1**

**Term:**

**Topic: DT**

	<b>Learning Objective</b>	<b>Input (including key questions and vocabulary)</b>
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# Year 1 – Moving Pictures

Technical Knowledge	<p><b>I can make a moving wheel mechanism using a split pin pivot suitable for a Year R child to enjoy.</b></p> <p><b>I can talk about what went well and what was difficult?</b></p>	<p>Show children a range of books with moving parts. Reflect on the effectiveness of the moving parts: Discuss how they work, which pages do they like best and why? Why are moving parts used – e.g. to make a book or picture more interesting, to the reader or more interactive and exciting. Children explain the effect on the reader.</p> <p>Show chn how to make a moving part for picture for a year R child - using a split pin e.g. a wheel on a car/train, an arm or legs on a teddy/toy. (discuss importance of needs/interests of intended user, What sorts of things would a year R child like? Children to explain their choices)</p> <p><u>Simple pivot</u> - Demonstrate how to make a holes in the paper by using a piece of blue tac and a sharp pencil first and then how to put the split pin through both sheets of paper.</p> <p><u>More complex idea using a pivot</u>          Show chn how to cut a hole in their paper, using a piece of card in a circle shape attach on a pivot, stick on 4 different images- to create movement e.g. a figure getting closer or a bird flying - see help sheet.</p> <p>Have prepared images for chn to stick on to their pivots. Children then create their moving wheel.</p> <p>Demonstrate what happens when a pivot is too tight. Explain terms pivot – show a pair of scissors Where is the pivot? How does it work?          Links – speaking and listening</p>
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Design	I can design my moving pictures.	<p>Teacher to have a selection of different moving parts. Children to split off into groups of 4/5 and share a book.</p> <p>Children pick an animal and draw it?            What animal? How does it move?            How can you make the animal move like it does in real life?</p> <p>Children to discuss and draw? How does your animal move and what joints do you need to include in your moving picture? What materials will you need?</p> <p>Children to observe and compare their work to their friends.</p>
Make	I can use my knowledge of joining to build a moving picture.	<p>Teacher to ask-Children pick an animal and draw it?            What animal? How does it move?            How can you make the animal move like it does in real life?</p> <p>Children will then be tasked with building their pictures using a range of materials.</p>
Evaluate	I can evaluate my moving pictures and compare it to my friends.	<p>A gallery of the moving pictures will be made by the teacher. Children to move around the room and write about what they like and what is different?</p>

**Impact:** Expected duration for this topic- 2 days.

All children will be able to apply joints to a picture.

All children will be able to create a piece of work that moves freely and explain why.

All children will be able to evaluate their work against a success criteria.