INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	**10:00** Whole Academy Assembly **(PPA)**	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Computing	*BREAK*	PE (Downstairs)
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy		*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	**10:00** Whole Academy Assembly **(PPA)**	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE (NAT)	Registration / Challenges **PPA (Claire Y.)**	Phonics and Spelling **PPA (Claire Y.)**	Literacy	Guided Reading	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Computing	*BREAK*	PE (Downstairs)
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy		*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

11/11/26

GROW A SENTENCE Grudge the Bear



MORNING CHALLENGE

Start sentence: Grudge the Bear stomped
1.WHERE
Grudge the Bear stomped
2.WHERE + WHEN
Grudge the Bear stomped
3.WHERE + WHEN + WHY
Grudge the Bear stomped

WORD HELP
WHERE: ○ inside his dark cave ○ near the fireplace ○ in his cosy home
WHEN: ○ late at night ○ on a cold winter evening ○ after dinner
WHY: ○ he heard a strange noise ○ to find his toy ○ because somebody had made a mess

REMEMBER:
CL . ! ?

11/11/26

GROW A SENTENCE Grudge the Bear



MORNING CHALLENGE

Start sentence: Grudge the Bear stomped
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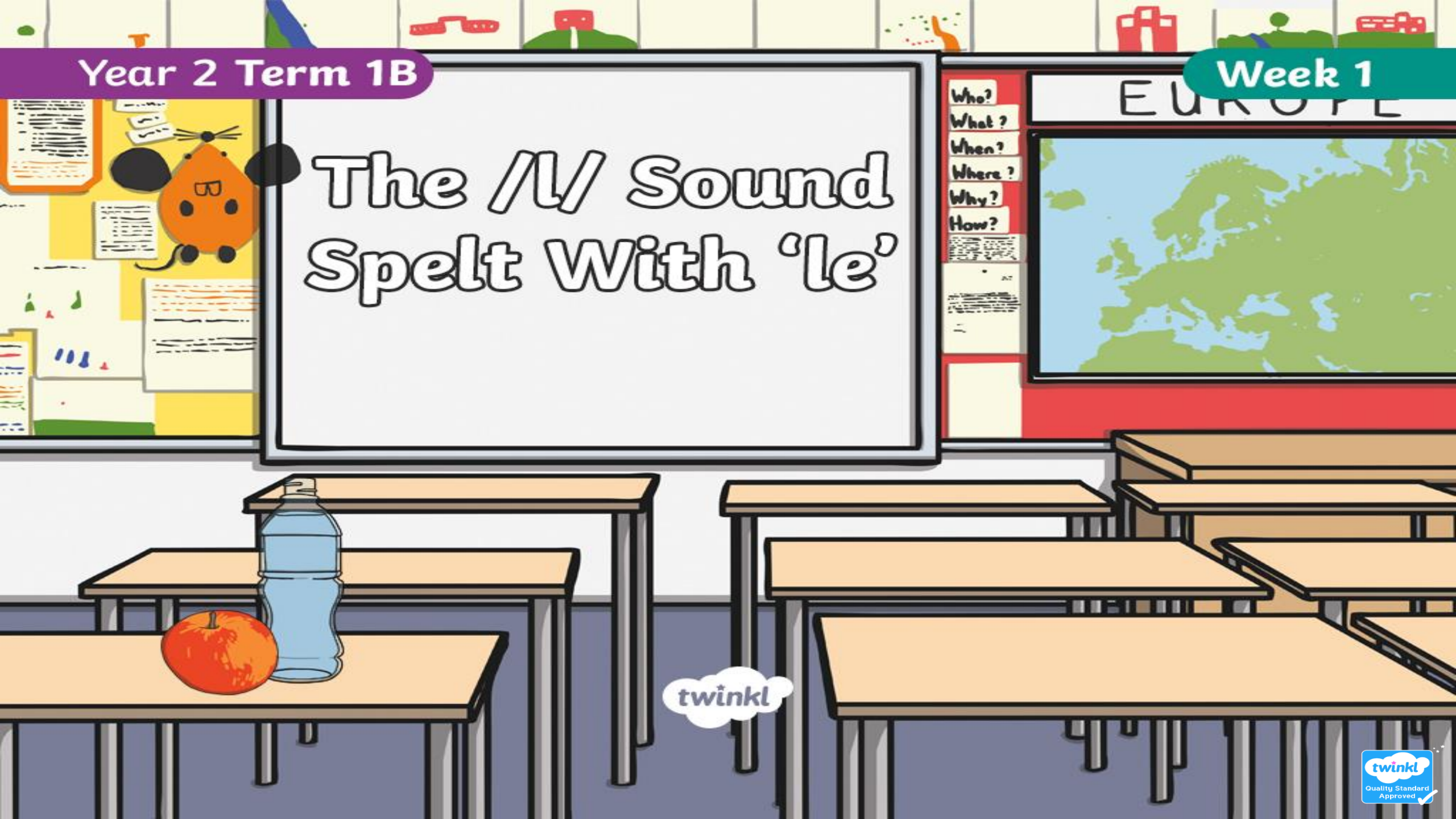
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REMEMBER:
CL . ! ?

BRAIN BREAK



SPELLING


Year 2 Term 1B
Week 1
The /l/ Sound Spelt With 'le'
Who?
What?
When?
Where?
Why?
How?
EUROPE
twinkl
twinkl
Quality Standard Approved

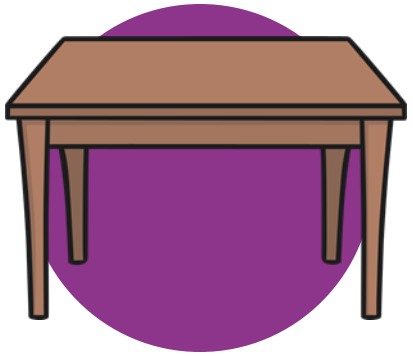
/l/ Spelt ‘le’

The sound /l/ is **often** spelt with **‘le’ at the end of words**, after two consonants (such as ‘pp’, ‘tt’ or ‘dd’).



Be Careful!

The sound /l/ is **sometimes** spelt with **‘le’ at the end of words**, after just one consonant.



ta**ble**



a**ble**



multip**le**

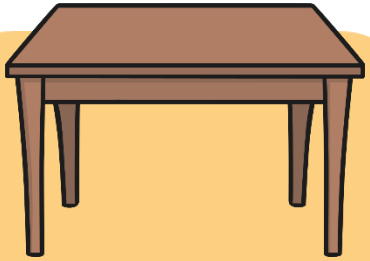
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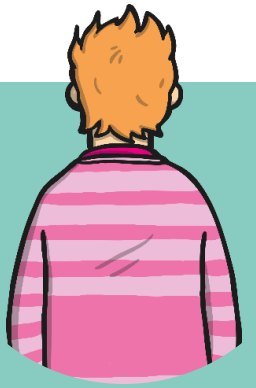
The sound /l/ is **sometimes** spelt with **‘le’ at the end of words**, after just one consonant.



Can you air write an ‘le’ with your finger?



Can you write an ‘l’ on your table or the carpet?



Can you write either an ‘le’ or an ‘l’ on a partner’s back?

Can they tell what letters you have written?

1. Just add ‘le’

ab__ dazz__ pood__ midd__ wobb__

2. Write the correct ‘le’ words under the pictures.



_____



_____



_____



_____



_____

3. Write a sentence containing the following 2 words: **poodle** and **ankle**.

_____

4. Write a sentence containing the following 3 words: **bottle, apple** and **table**.

_____

1. Just add ‘le’

ab__ dazz__ pood__ midd__ wobb__

2. Write the correct ‘le’ words under the pictures.



_____



_____



_____



_____



_____

3. Write a sentence containing the following 2 words: **poodle** and **ankle**.

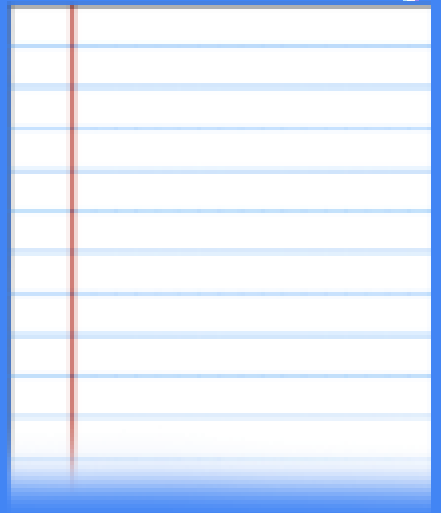
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4. Write a sentence containing the following 3 words: **bottle, apple** and **table**.

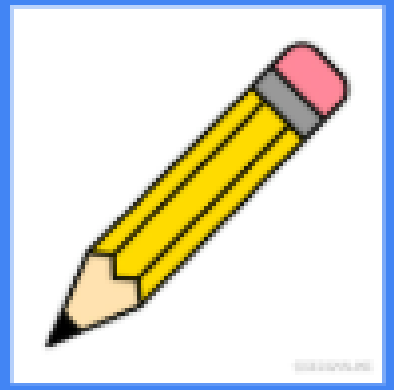
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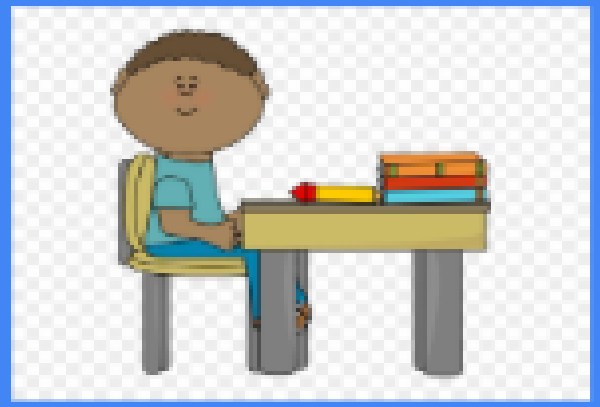
Literacy

Are you ready?











ARE YOU READY?



3



2



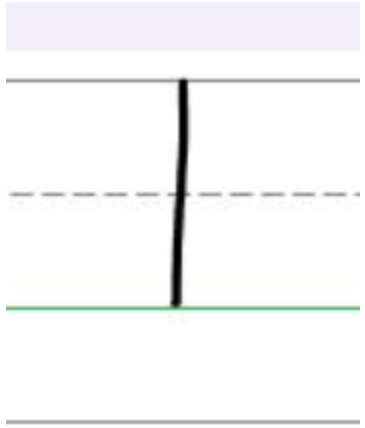
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Wednesday 11th November

TBAT: begin to write a set of instructions

3 in 3







CHALLENGE:

1. Look at your Year 2 common exception word mat.
2. Spot words with the 'Letter of the Day'.
3. Have a go at writing them. Remember to think about the size of your letters.

Outcome

I can write the title, introduction and ingredients list of instructions for making a monster pizza.

Explanation

A set of instructions for making something to eat is called a recipe. The different parts of a recipe look like this:

- **title**
- **introduction**
- **ingredients list**
- instructions

In this lesson, we'll be writing the **title**, **introduction** and **ingredients list.**

Explanation

- **Title**

Tells the reader what they are going to be making e.g. Monster Pizza Recipe.

- **Introduction**

Engages the reader and explains what the instructions are for.

- **ingredients list**

Lists all the individual things you will need to follow the recipe.

- instructions

Provides step by step guidance on what you need to do to make the recipe.

Explanation

Monster Pizza Recipe — title

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza!

Introduction

Ingredients

- 300g of spider webs
- 1 teaspoon of alien eggs
- 200ml of dog's drool
- slime sauce

Ingredients list

Explanation

The **title** tells the reader what the recipe is for.

The words in a **title** should all have capital letters and it should be underlined with a ruler.

Monster Pizza Recipe

Explanation

Some recipes have an **introduction** after the **title** and before the **ingredients list**.

The purpose of an **introduction** is to engage the reader, give a brief overview of the recipe and make the reader want to read on and follow the instructions!

Your **introduction** for your monster pizza recipe needs to ask the reader a question, say what the instructions are for and give a command to read on.

Explanation

Monster Pizza Recipe

title

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza!

Introduction

- question to the reader
- outlines what the instructions are for
- command to read on

Explanation

A command at the end of your **introduction** will act as a great way to tell the reader to go on and follow the instructions.

A command is similar to an instruction and contains an imperative (bossy) verb.

When you are writing a command, you should have the imperative verb at the start of the sentence to make it effective.



Discuss: 1. Say the three sentences of your **introduction** for how to make a monster pizza out loud.

Try to include the following…

- a question to the reader to get them interested.

  “Have you ever…”

- a sentence saying what the instructions are for (making a monster pizza).

  “These instructions will…”

- a command telling the reader to read the instructions.

  “Read on to…”

Did you include all of these?

- a question to the reader to get them interested
- a sentence saying what the instructions are for (making a monster pizza)
- a command telling the reader to read the instructions

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza!

Writing a title, introduction and ingredients list

Explanation Check

I will write my **title** and **introduction**.

Monster Pizza Recipe

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza.

We are going to check using the success criteria.

I have written and underlined my title.	✓
I have written an introduction including • a question to the reader. • a sentence telling the reader what the instructions are for. • a command to read on.	✓ ✓
I have written my ingredients list.	✓

Task A

Feedback

- INGREDIENTS SECTION

Explanation

Ingredients are the individual things you need to combine together to make something. They are mostly used when referring to making food.

Ingredients are written as a list and use bullet points to help make each one clear. They may also have units of measurement to tell the reader how much of each **ingredient** to use.

Ingredients

- 300g of spider webs
- 1 teaspoon of alien eggs
- 200ml of dog's drool
- slime sauce

} **ingredients** list

Explanation

unit of measurement

Ingredients

- 300g of spider webs
- 1 teaspoon of alien eggs
- 200ml of dog's drool
- slime sauce
- witch's warts
- mermaid scales

bullet points are thick dots floating between the lines on a page



Discuss: 2. Say the **ingredients** that you will need for your monster pizza out loud.

- Use your plan to help you.
- Try to include a unit of measurement for at least one of your **ingredients**.

adjective + noun
slimy alien eggs - pungent dog drool
stringy slime sauce
poisonous witch's warts and fragile mermaid scales

- 200 grams of…
- 1 teaspoon of…
- 2 cups of…

Did you use your plan?
Did you include a unit of measurement?

- 300g of spider webs
- 1 teaspoon of alien eggs
- 200ml of dog's drool
- slime sauce
- witch's warts
- mermaid scales

Writing a title, introduction and ingredients list

Explanation

When we write, we always try to do these things:

- Plan and say each sentence before we write it.
- Use punctuation where we know the rules.
- Vary our sentence types.
- Write letters neatly on the line in joined handwriting.
- Sound out words to spell them accurately.
- Read our sentences out loud to check they make sense and edit to improve our writing if necessary.

Writing a title, introduction and ingredients list

Explanation

Here is the success criteria for your writing today:

I have written and underlined my title.	
I have written an introduction including • a question to the reader. • a sentence telling the reader what the instructions are for. • a command to read on.	
I have written my ingredients list with bullet points.	

Monster Pizza Recipe

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza.

Ingredients

- 300g of spider webs
- 1 teaspoon of alien eggs
- 200ml of dog's drool
- slime sauce
- witch's warts
- mermaid scales

Task B Writing a title, introduction and ingredients list

Feedback

- Read your writing back to check it makes sense and to edit any punctuation errors.
- Tick in each box when you have completed the success criteria.

I have written and underlined my title.	✓
I have written an introduction including • a question to the reader. • a sentence telling the reader what the instructions are for. • a command to read on.	✓ ✓ ✓
I have written my ingredients list with bullet points.	✓

Summary

Writing the title, introduction and ingredients list for monster pizza instructions

- a set of instructions for making something to eat is called a recipe
- a **title**, **introduction** and **ingredients** list can often be used with instructions
- an **introduction** can start with a question to the reader
- a command can often end an **introduction** by telling the reader to follow the instructions
- an **ingredients list** can be written using bullet points

Break

Assembly
1045- 1105
Remembrance

P.E.





Lesson Pre-read

Q: What team skills have you learnt and used so far in this unit?

Learning Objective

To demonstrate different shapes, take off and landing when performing jumps.



BASE STATIONS
x 6



CONES
x 4

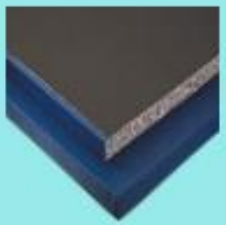


SKIPPING ROPES
x 2

Optional:



BENCHES



MATS

WARM UP



Foxes and rabbits:

Select three pupils to be the foxes, the foxes can walk. All of the other pupils are the rabbits and travel using bunny jumps, hands to feet.

If a fox catches a rabbit, the rabbit must jump on the spot (making bunny ears with their hands) until another rabbit comes to free them by tagging them on the shoulder.

Play the game without talking so that you can concentrate. Look to save players who are stuck.

Make this harder for the rabbits by selecting more foxes.



WARM UP

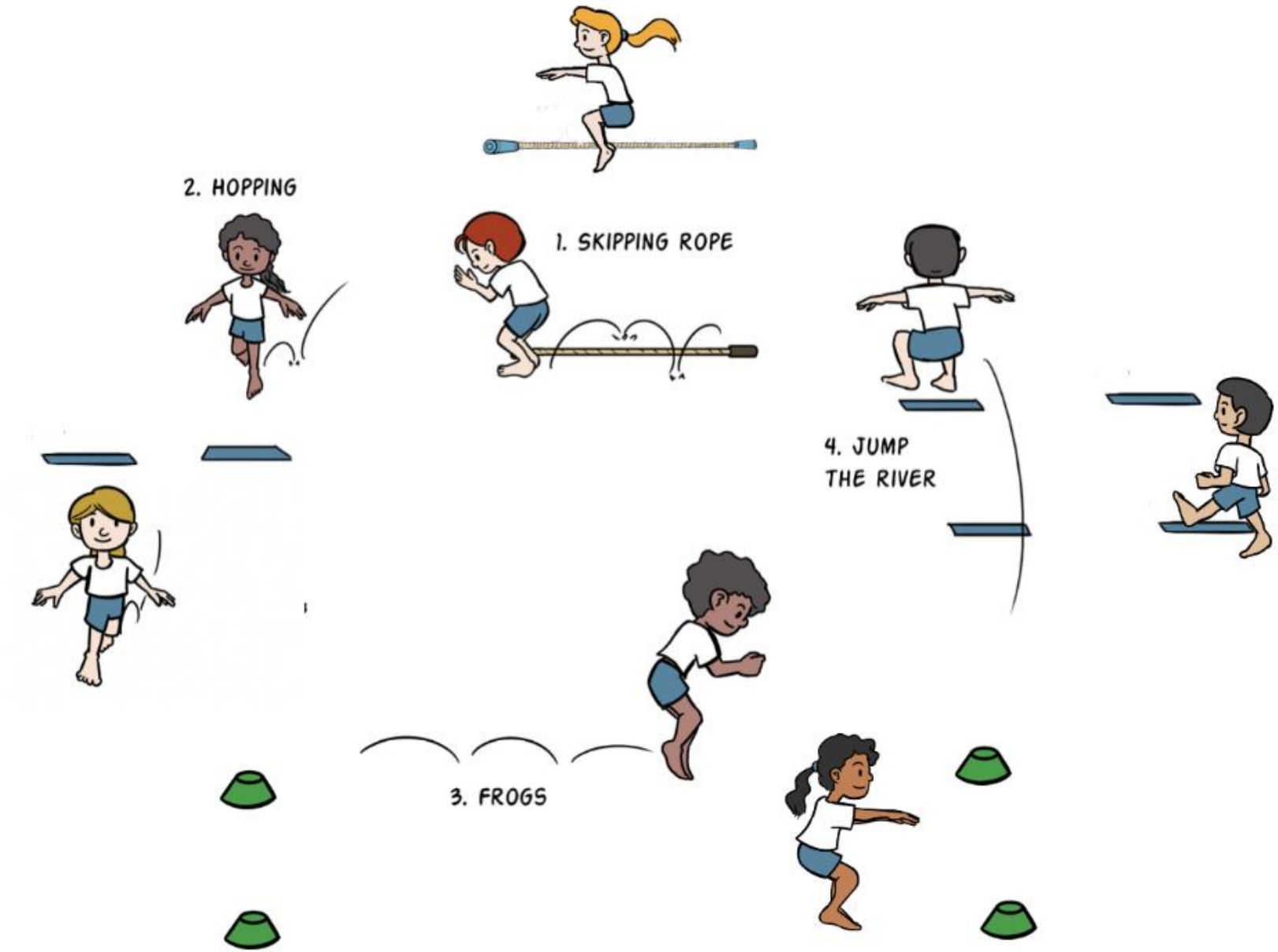
Shapes and stretches:
A - Pupils sit in a space. Recap the key gymnastic shapes: tuck, straddle, pike, dish, arch, star.
Hold each shape for 5 seconds.



B - Remind pupils that stretches help to prepare our muscles for exercise, they also help to improve our flexibility. In straddle reach to one foot at a time stretching the back of their legs. In pike stretch forward to place stomach of thighs.



Show good body tension in your shapes by squeezing your muscles.
Make this harder by also practising the front support and back support.


2. HOPPING
1. SKIPPING ROPE
4. JUMP
THE RIVER
3. FROGS

1 Skipping rope: jumping two feet side to side whilst travelling from one end of the skipping rope to the other.

Keep feet together and look straight ahead for good control.

2 Hops: place a base station half way down one side of the area, this indicates where pupils change feet.

Keep balanced landing on one foot with a soft bent knee.

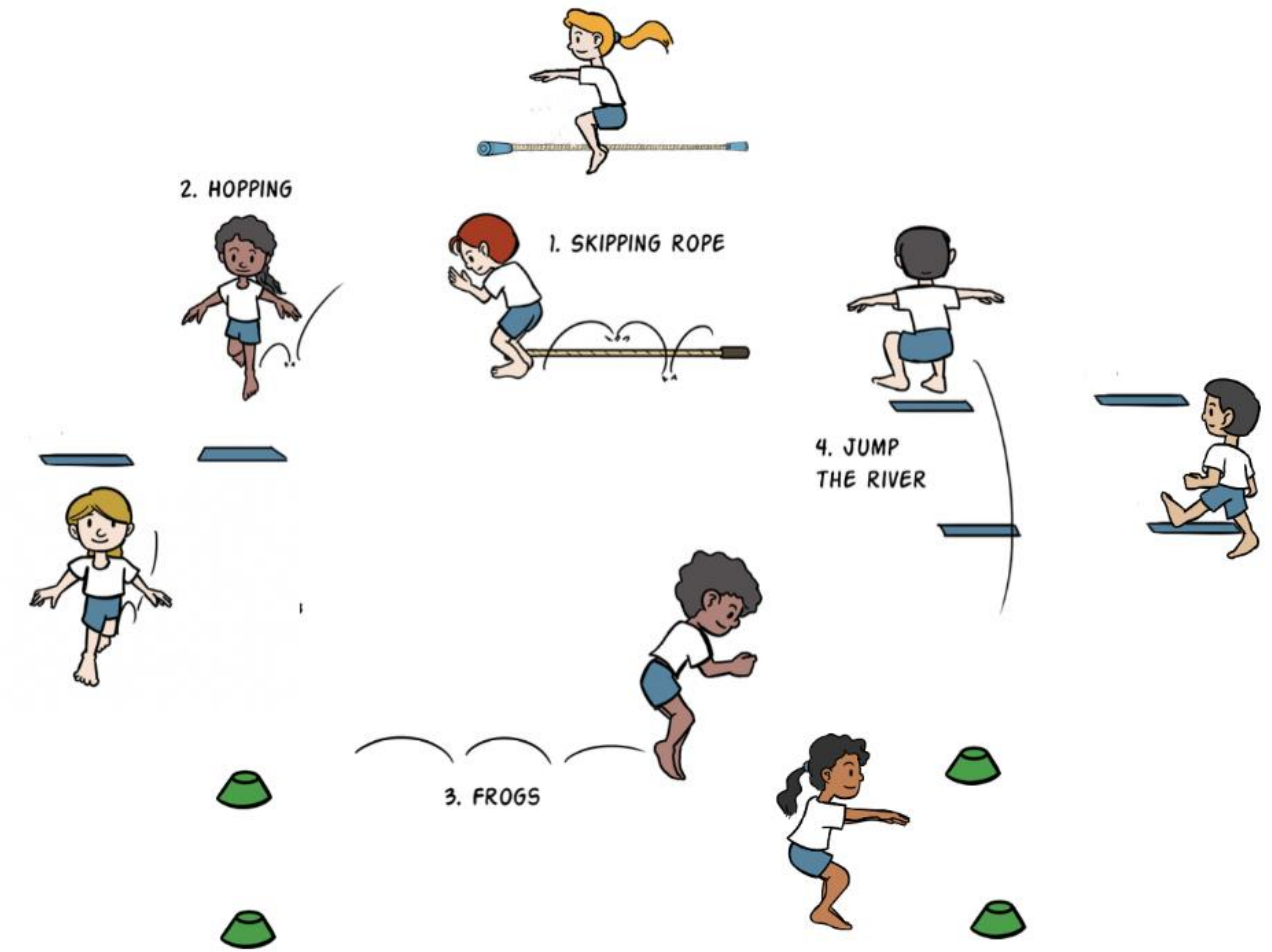
3 Frog jumps: pupils jump two feet to two feet, aiming to jump as far as possible.

Land with control after each jump, soft bent knees. Place your toes down and then your heels.

4 Jump the river: place two base stations 0.5m apart. Pupils take off with one foot and land with two, aiming to reach the second base station.

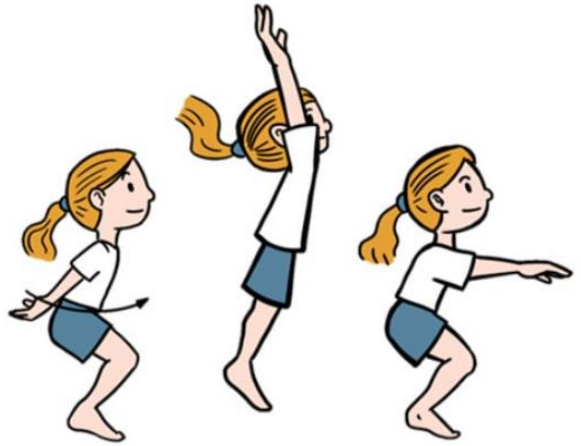
Make this harder by increasing the distance.

Soft knees on landing. Head and body upright.



Straight jump into landing position:

Show pupils a gymnastics landing position and ask them to copy.
Knees bent and arms extended in line with your shoulders. Looking straight ahead.



Pupils make a straight shape. Explain that this is the shape they will make in the air. Q: Can you describe the shape, is it wide or narrow? Pupils practice the straight jump landing in a landing position.
Hands start by your side. Swing your arms forwards until they are in line with your ears. Palms facing inwards. Keep your legs together and your toes pointed.
Make this harder by completing two straight jumps in succession or by adding in a quarter turn.

Linking jumps into a sequence:

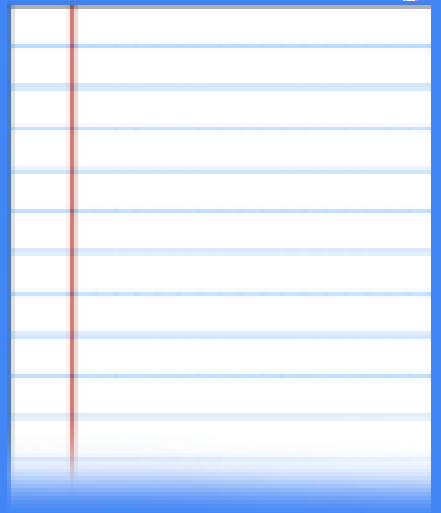
Pupils work in their own space and link two jumps and a balance. Q: What is it called when we link actions together? *A sequence.* Q: How long should you hold a balance for? *5 seconds.* Q: How will the audience know when you have started and finished? *Use a starting and finishing position.*
Emphasize a controlled landing from the jump with knees bent. Look forward when jumping to help you to stay upright. Add in changes of direction to make the sequence interesting.
Make this harder by including a piece of apparatus. Can they jump from it or balance on top of it?



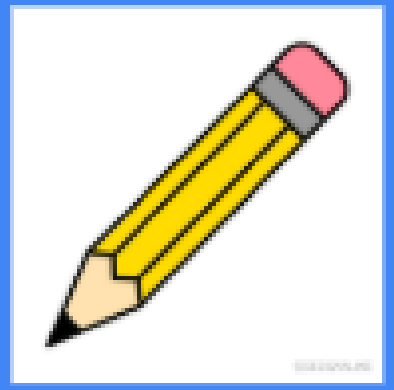
LUNCH

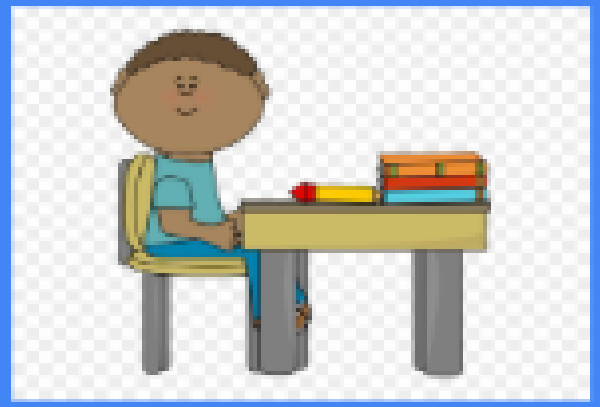
Maths

Are you ready?











ARE YOU READY?



3



2



1



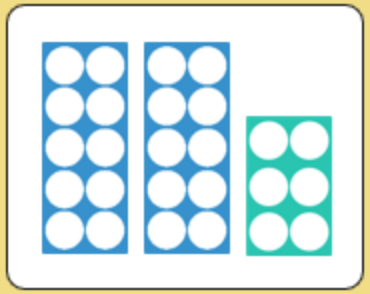
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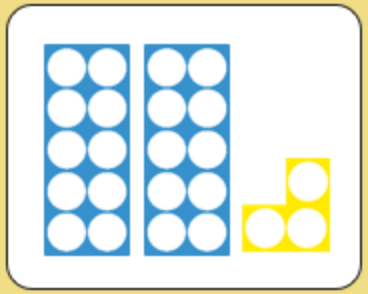
T.B.A.T. represent and interpret data using a tally chart and scaled pictogram



3 IN 3

Place Value





Which number is the **smallest**?

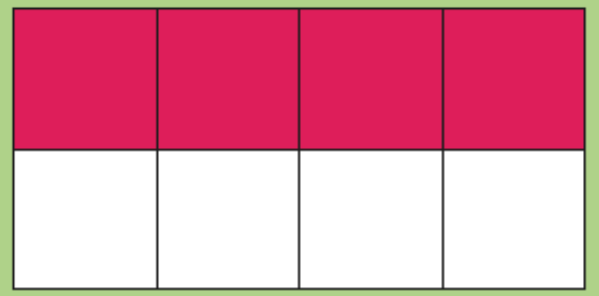
+ and −

$20 - 9 =$ ☐

× and ÷

$11 \times 2 =$ ☐

Problem Solving



How many parts of this shape need colouring in to show $\frac{1}{2}$?

CHALLENGE: Digit Detective

Use the digits **2, 4 and 7**.
Make: a) the largest 2-digit number, b) the smallest 2-digit number, c) a number between 40 and 50 and d) an even number greater than 70.

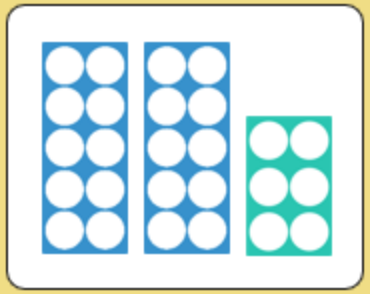
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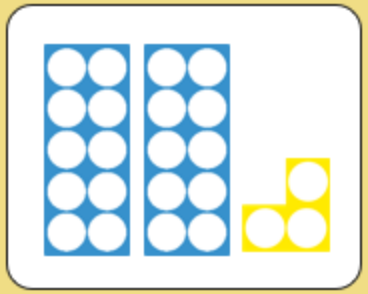
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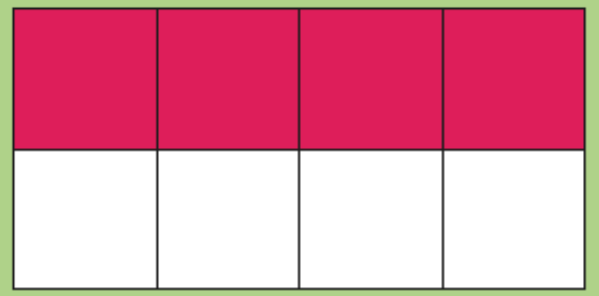
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Problem Solving

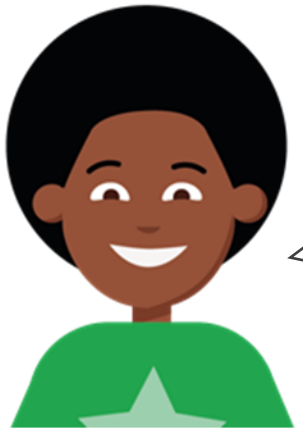


How many parts of this shape need colouring in to show $\frac{1}{2}$?

CHALLENGE: Digit Detective

Use the digits **2, 4 and 7**.
Make: a) the largest 2-digit number, b) the smallest 2-digit number, c) a number between 40 and 50 and d) an even number greater than 70.

Year 1



I have learnt to count objects and compare groups to find which has more, fewer, the most or the least.

Year 2



I have learnt to use addition and subtraction facts to 20 fluently.

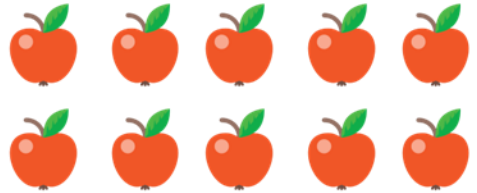
WARM UP



1. Complete the sequence.

5 10 15 ☐ ☐ ☐

2. Count the objects. How many apples are there?



There are ☐ apples.



Is there a quicker way to count the apples?

3. A class is sorting a box of 30 pencils into groups of 5. Which different totals can be made using groups of 5.

data

collect

sort

interpret

tally

pictogram

scaled



Let's Learn ...

Introducing tallies

- What numbers are represented here?

I	𝍸 I
II	𝍸 II
III	𝍸 III
IIII	𝍸 IIII
𝍸	𝍸 𝍸

What happens to the tally when we record five?



Introducing tally charts

Favourite drinks of children in our class		
Drink	**Tally**	**Total**
milk		
orange juice		
water		
apple juice		





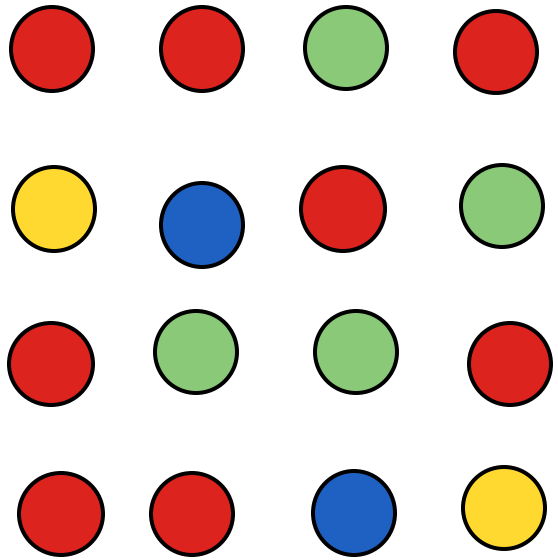
Let's Practise ...

Recording data in tallies

You Do

Red ... red ...
green ... red ...





Okay, I've drawn tallies for those four counters. What's next?

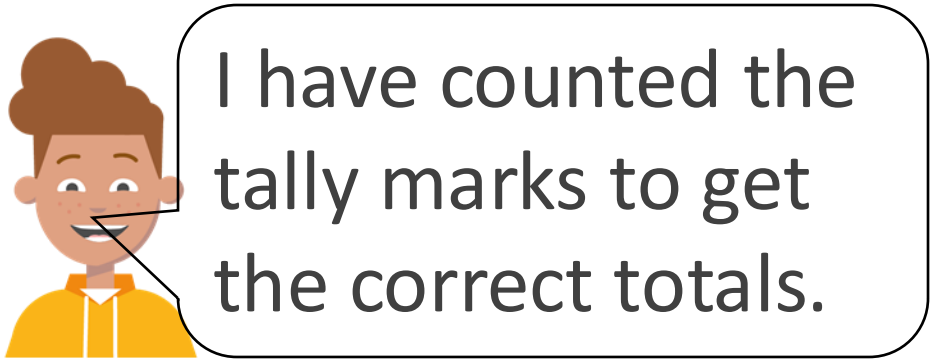
Colour	Tally	Total
red	III	
blue		
green	I	
yellow		
Total		



data collect sort interpret tally pictogram scaled

Let's Learn ...

George collected data about the class's favourite colours and recorded it in a tally chart.



Favourite colour	Tally	Total
red	IIIIIIIIIII	13
blue	II	2
yellow	IIIIII	7

Is he correct? Explain your answer.

George is correct/incorrect because...

Let's Practise ...

Using tally charts to create a scaled pictogram

Favourite drinks of children in our class	
Each ☺ represents ____ pupils	
milk	
orange juice	
water	
apple juice	

- Make a scaled pictogram using your data that you collected earlier.

- Each circle represents **two counters** that you counted.



BRAIN BREAK



1. Tally

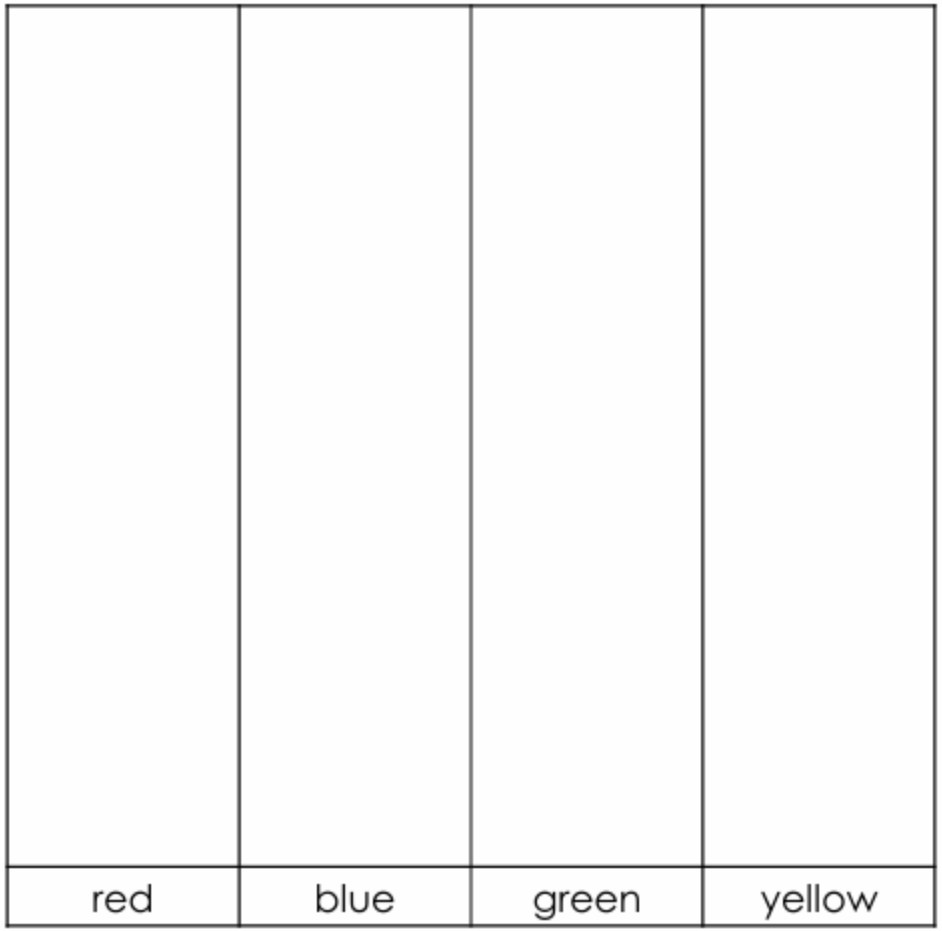
Record, using a tally, how many counters of each colour.

Colour	Tally	Total
red		
blue		
green		
yellow		

2. Scaled Pictogram

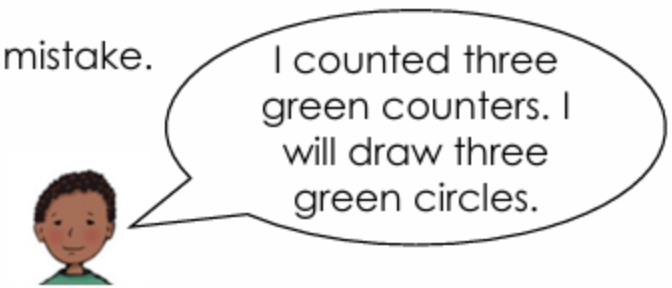
Each coloured circle represents two counters that you counted.





3. Let's Reason

Explain Jay's mistake.



3. Challenge!

Teddy has created a pictogram from his tally chart, where he asked his friends about their favourite animal. He is unsure whether he has completed it correctly.

Animal	Results
Lion	𝍸 I
Rhino	𝍸 III
Meerkat	𝍸 𝍸
Elephant	II
Antelope	II

Animal	Results
Lion	😊😊😊
Rhino	😊😊😊😊
Meerkat	😊😊😊😊😊
Elephant	😊😊
Antelope	😊

😊 = 2 people

Find and correct Teddy's mistake. What was it and what should it have been?

4. Greater Depth!

Each picture in the pictogram represents **two** pupils.

How pupils travel to school	
Each ☐ represents 2 pupils	
bicycle	🚲🚲🚲
car	
bus	🚌
train	

How pupils travel to school	
Mode of transport	**Number of pupils**
train	8
bicycle	
car	10
bus	
Total	

- *What information is missing in the pictogram/block diagram?*
- *What scale is used in the pictogram? How do you know?*
- *How might we find the missing information?*

3. Challenge!

Teddy has created a pictogram from his tally chart, where he asked his friends about their favourite animal. He is unsure whether he has completed it correctly.

Animal	Results
Lion	𝍸 I
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Meerkat	𝍸 𝍸
Elephant	II
Antelope	II

Animal	Results
Lion	😊😊😊
Rhino	😊😊😊😊
Meerkat	😊😊😊😊😊
Elephant	😊😊
Antelope	😊

😊 = 2 people

Find and correct Teddy's mistake. What was it and what should it have been?

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train	

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car	10
bus	
Total	

- *What information is missing in the pictogram/block diagram?*
- *What scale is used in the pictogram? How do you know?*
- *How might we find the missing information?*

BREAK

COMPUTING Investigators

T.B.A.T. understand information technology rules

1 What is information technology used for? (Tick **1** correct answer)

- ☐ only playing games
- ☐ only schoolwork
- ☐ only talking to friends
- ☐ all sorts of tasks

2 Why do many jobs use IT? (Tick **1** correct answer)

- ☐ to make work harder
- ☐ because it makes tasks easier and more accurate
- ☐ to waste time
- ☐ just for fun

3 Match the term to its meaning. (Write the correct letter in each box)

a	purpose
b	device
c	interactive

	reacts when you use it
	a type of machine
	why something is used

rules	instructions everyone should follow to keep us safe
private	something that belongs to you and is not for everyone to see or use

Understand information technology rules

Explanation

Information technology (IT) is a computer or things that are made to work with a computer.



Understand information technology rules

Explanation

How have you used information technology at school or at home?









Understand information technology rules

Explanation

How have you used information technology at school or at home?

- learn and work
- talk to people far away
- play and have fun

Information technology is all around us every day.



Understand information technology rules

Explanation

What **rules** do you have to follow when using devices?

These **rules** could be from school or home.



Explanation

IT **rules** keep us safe, protect our devices and ensure everyone can enjoy using information technology.

Both adults and children have to follow IT **rules**.

Check

Who has to follow information technology **rules**?

a only children under 18

b everyone, adults and children ✓

c only adults aged 18 and over

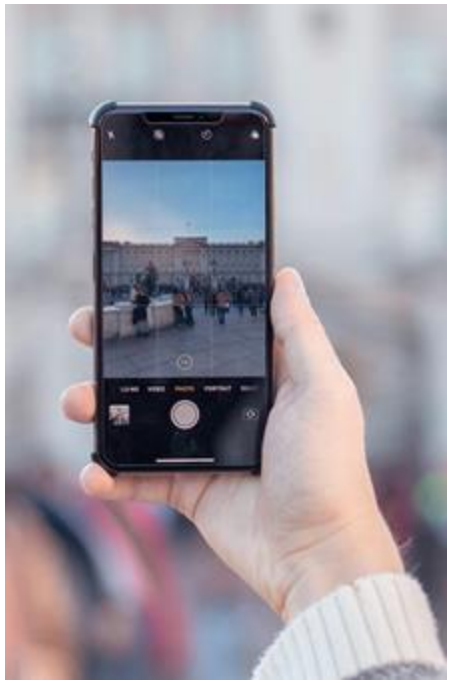
Understand information technology rules

Explanation

Why do you think we have this IT **rule**?

Ask permission before taking someone's photo.

This **rule** shows respect and helps others feel comfortable.



Why do you think we have this IT **rule**?

Keep your passwords **private**.

This **rule** keeps your device safe from others using it without permission.



Why do you think we have this IT **rule**?

Carry your device with both hands.

This **rule** helps to keep the device safe and not get damaged.



Why do you think we have this IT **rule**?

Only play games suitable for your age.

This **rule** helps you avoid seeing or using things that might not be appropriate for you.



Understand information technology rules

Check

Which of these is an example of an IT **rule**?

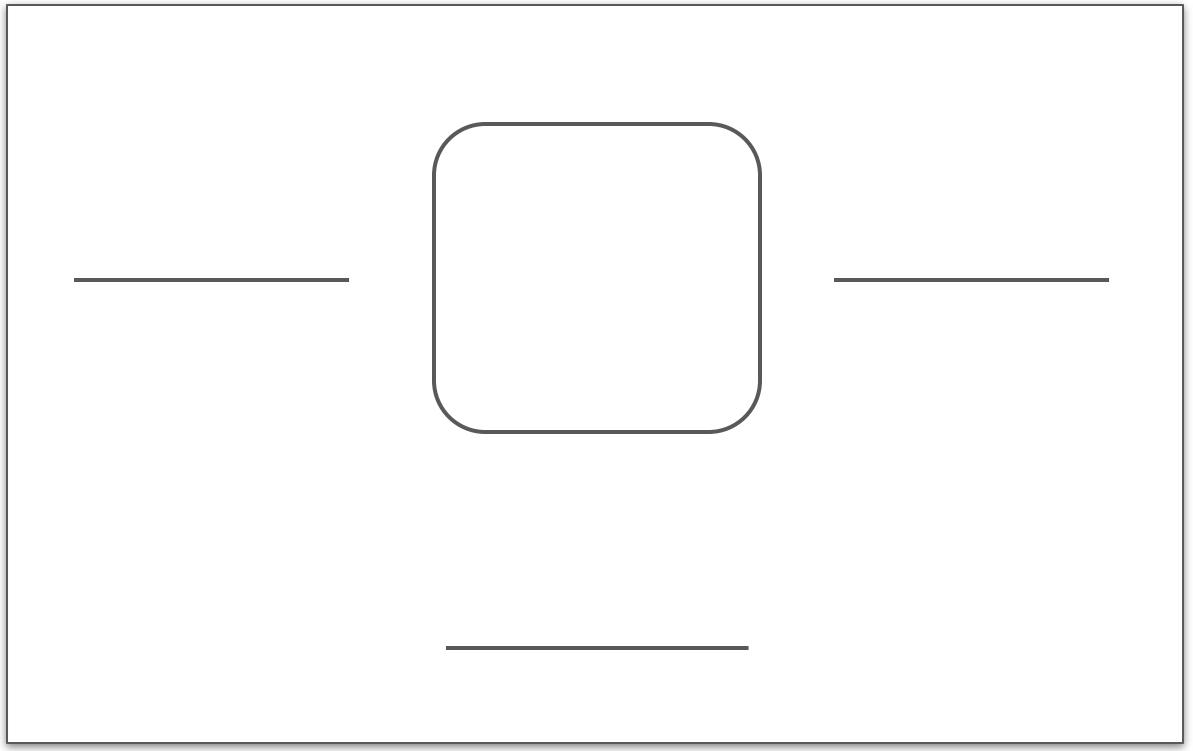
a only walk inside

b carry a tablet carefully with both hands ✓

c bedtime at 8 o’clock

Choose an IT device and think about how you use it safely.

Draw a picture of the IT device in the centre of your page.
In the spaces around it, write three key **rules** for using the device safely.



Understand information technology rules



tablet

no food or drink near the tablet

only use apps and games for my age group

ask before I take someone's photo

DT

Investigators

Card slider mechanisms



Design and technology

Unit Levers and sliders: moving cards

Oak National Academy

Outcome

I can explore and create slider mechanisms using paper and card.

Keywords

slider	a bar which moves backwards and forwards along a straight line
guide	a piece of material used to keep mechanisms in place and control movement
slot	the hole through which a lever or **slider** is placed to enable movement

Lesson outline

Card slider mechanisms



Features of slider mechanisms

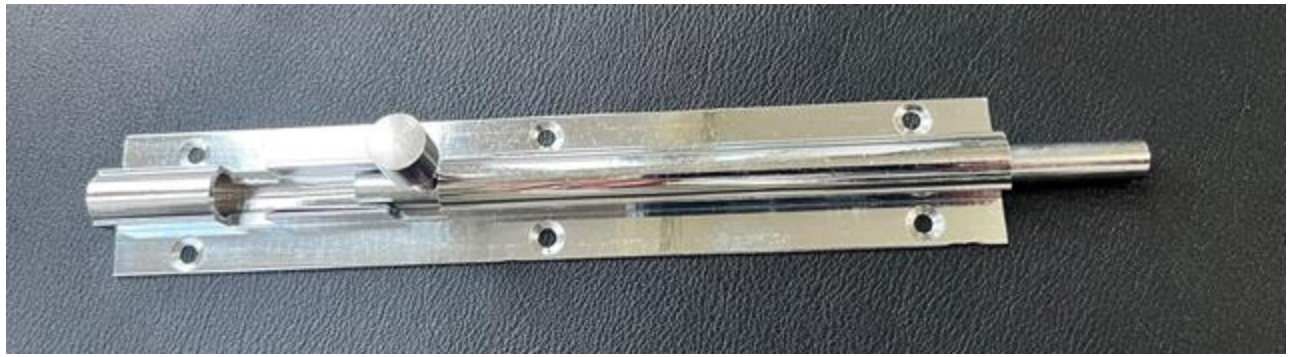
Explanation

There are lots of different types of mechanisms.

A **slider** is one type of mechanism.



sliding drawer



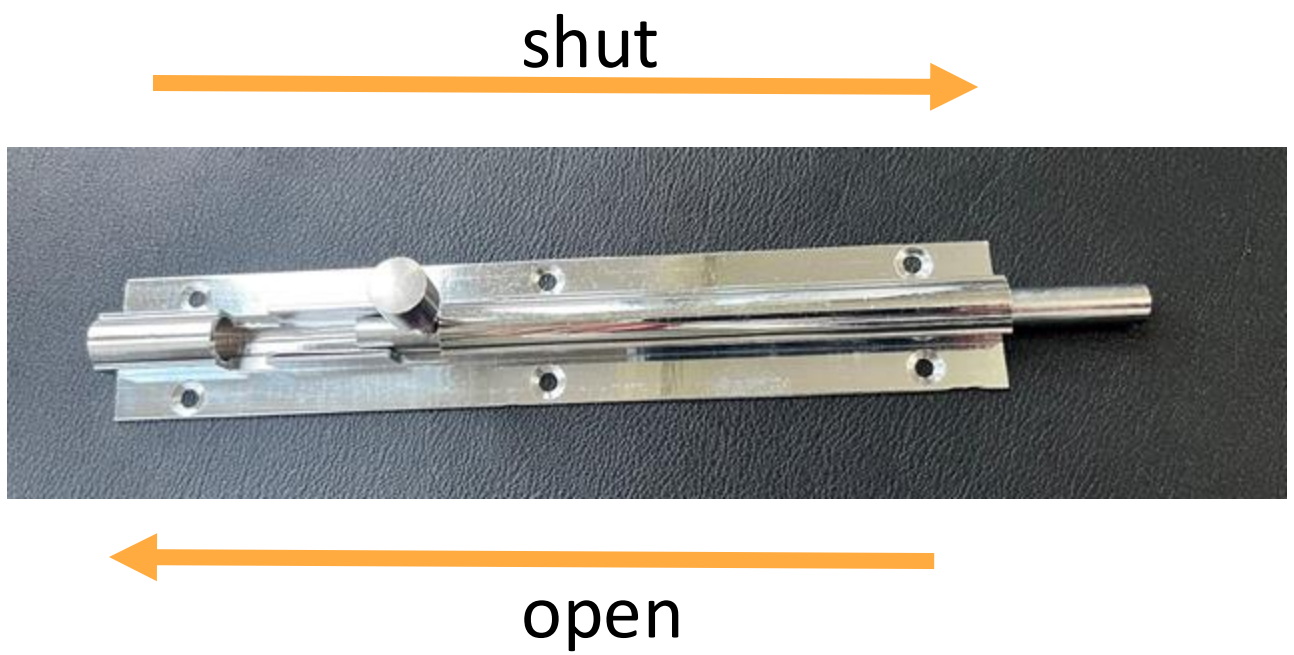
slide lock

Features of slider mechanisms

Explanation

This is a slide lock for a gate. It is a **slider**.

A **slider** moves in a straight line. It can move forwards and backwards, or up and down.



Features of slider mechanisms

Explanation

A **slider** is a rigid bar.

The word rigid means that it does not bend.



Check

True or false?

A **slider** moves in a straight line.

T **True** ✓ F **False**

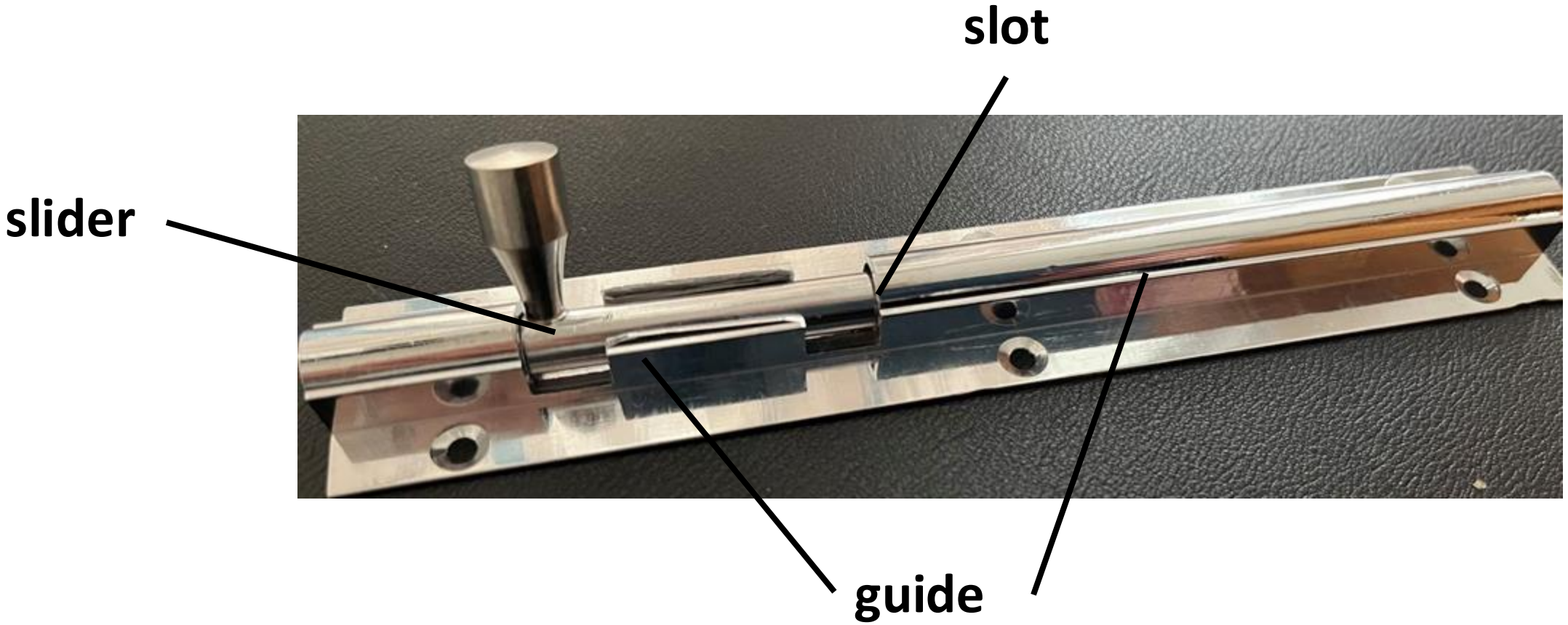
Why?

The **slider** moves from side to side or up and down by sliding in a straight line. A **slider** is a rigid bar.

Features of slider mechanisms

Explanation

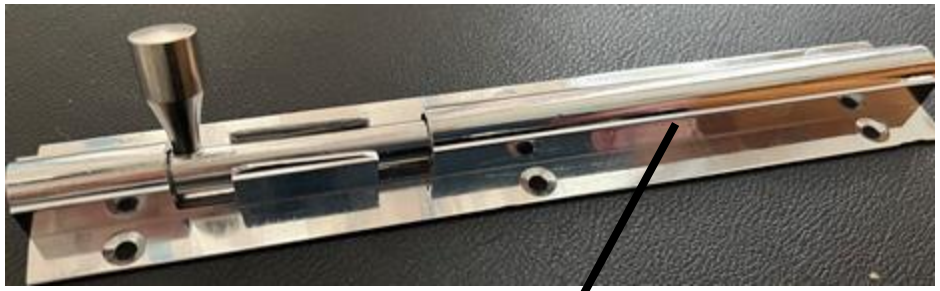
This slide lock is made from metal and it has three main parts:



The **guide** is a piece of material that holds the **slider** in place.



guide



guide

Imagine a train track and something moving along a track - the wheels move between the **guides**.

Check

True or false?

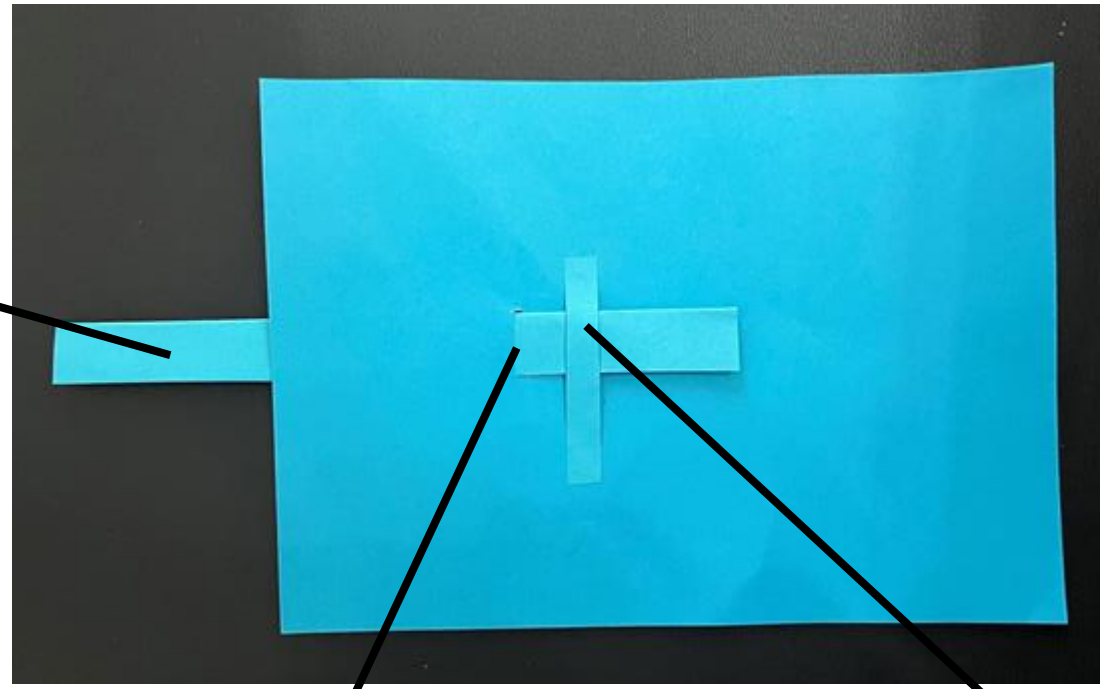
The guide keeps the slider in the correct place.

T True ✓ F False

Why?

The **guide** makes sure the **slider** moves correctly. It works a bit like a train track, keeping the **slider** in place.

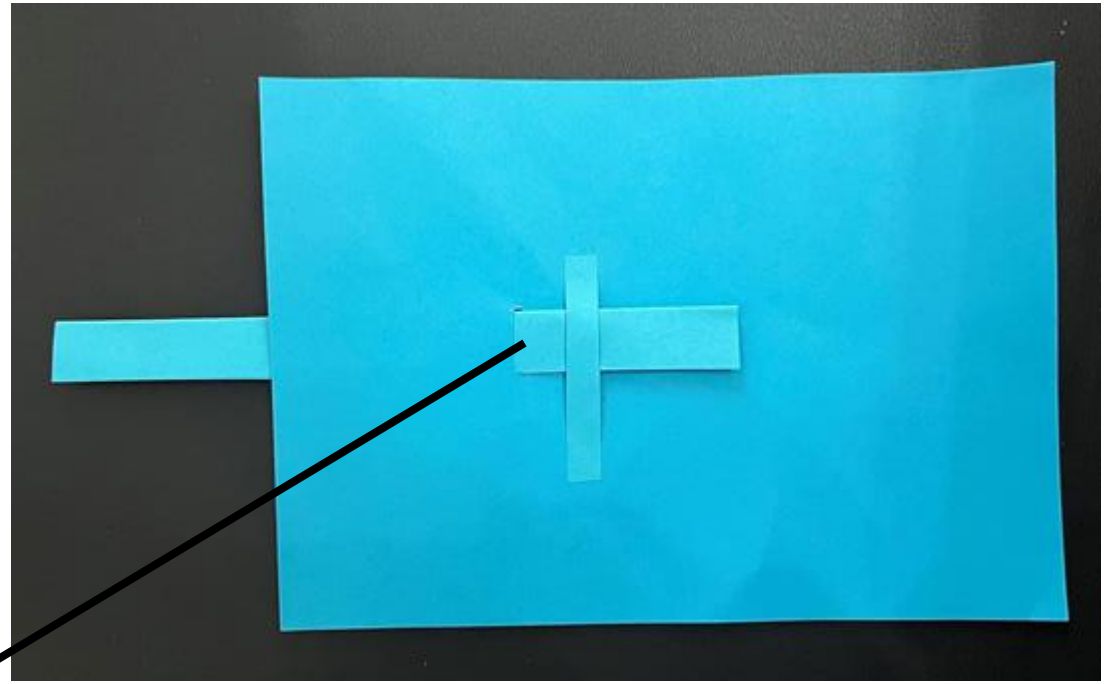
The **slider** mechanism on this card also has 3 main parts…



Features of slider mechanisms

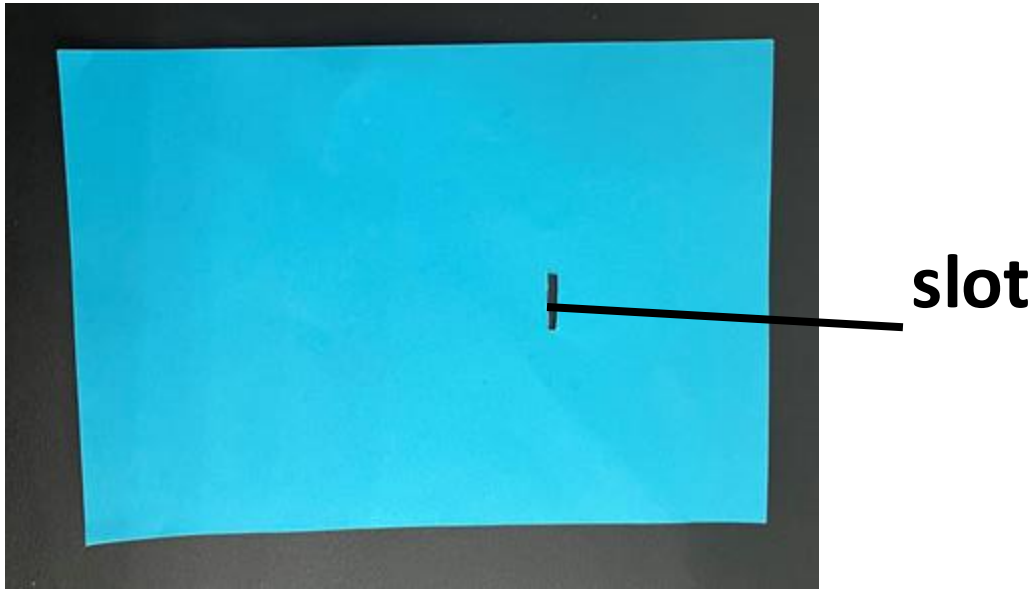
Explanation

The **slot** hides or covers the **slider** mechanism. These are often found in moving cards or books.



A **slot** can be created by folding a piece of card slightly, then cutting along the fold with scissors.

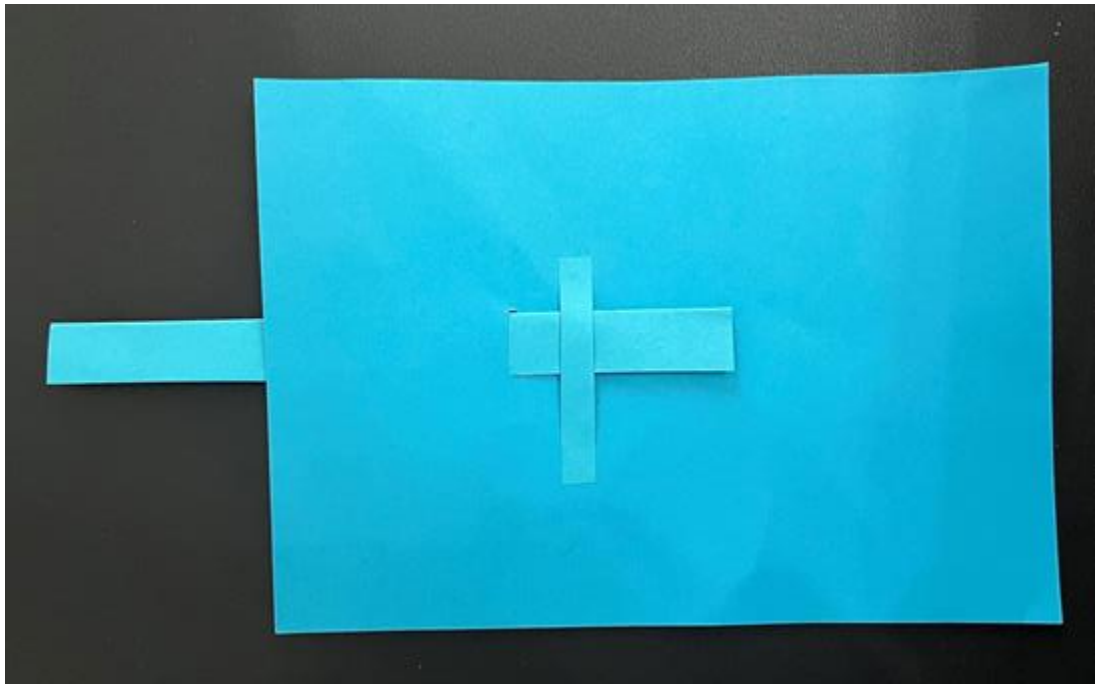




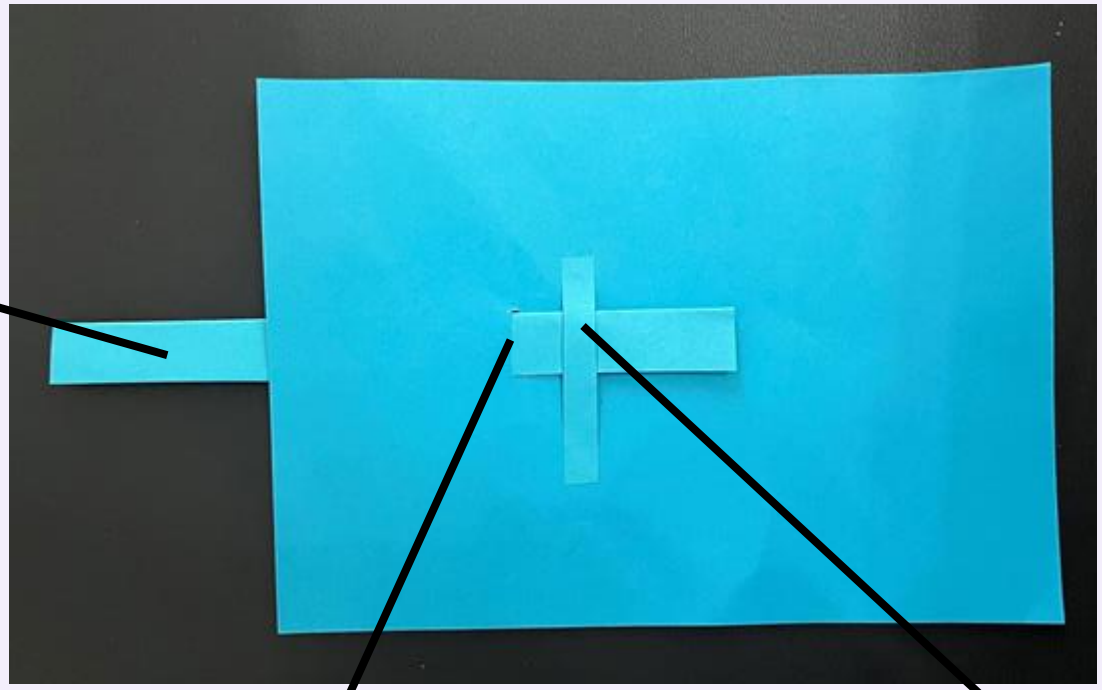
The **slot** needs to be slightly longer than the width of the **slider** bar, to let the **slider** bar move easily.

Label the parts of a **slider** mechanism.

1) **slider**
2) **guide**
3) **slot**



This is how your **slider** diagram should look.



Lesson outline

Card slider mechanisms



Scissor safety tips

hold scissors carefully

try to sit down when using scissors

never point scissors at anyone



scissors are not a toy

use the right scissors for the material

When you make a **slider** mechanism, it is very important to cut carefully and accurately, so the **slider** moves smoothly.



To cut carefully:

1. Hold the paper in one hand and the scissors carefully in the other.
2. Cut along the line carefully, stopping at the end of each line.
3. If you are turning a corner, turn the paper round, not the scissors.

Check

True or false?

When you cut round the corner, turn the scissors.

T **True**

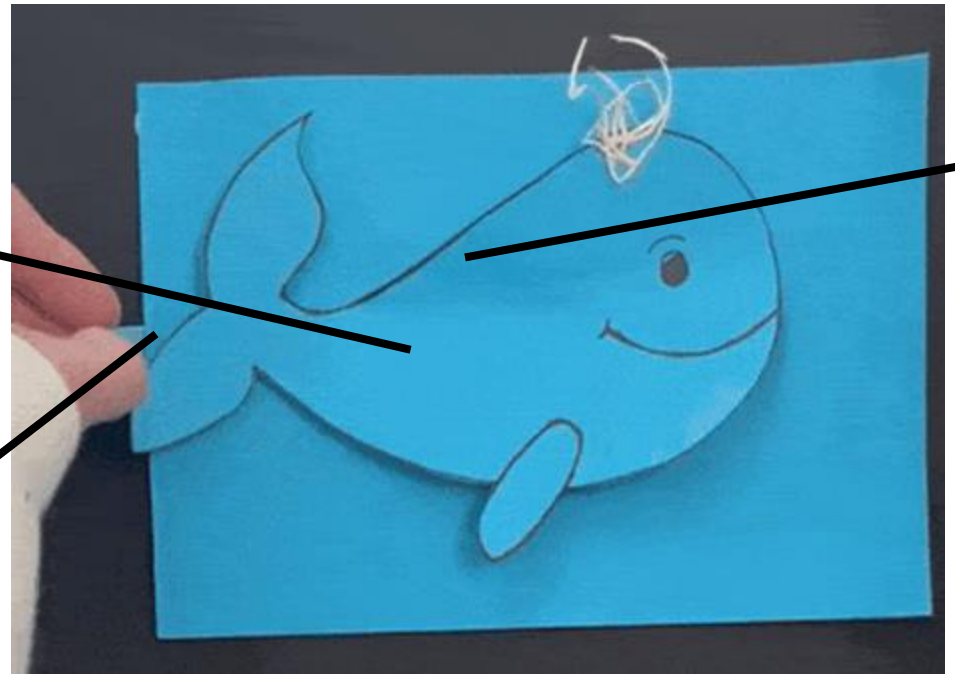
F **False** ✓

Why?

Remember to cut slowly and to turn the paper round, rather than turn the scissors.

This shows the **slider** mechanism in place within a card.

picture



guide and **slot** these are behind the picture, making sure that it slides correctly.

slider
cardboard

A **slider** does not use split pins to make a pivot.

Check

True or false?

Slider mechanisms in celebration cards use split pins.

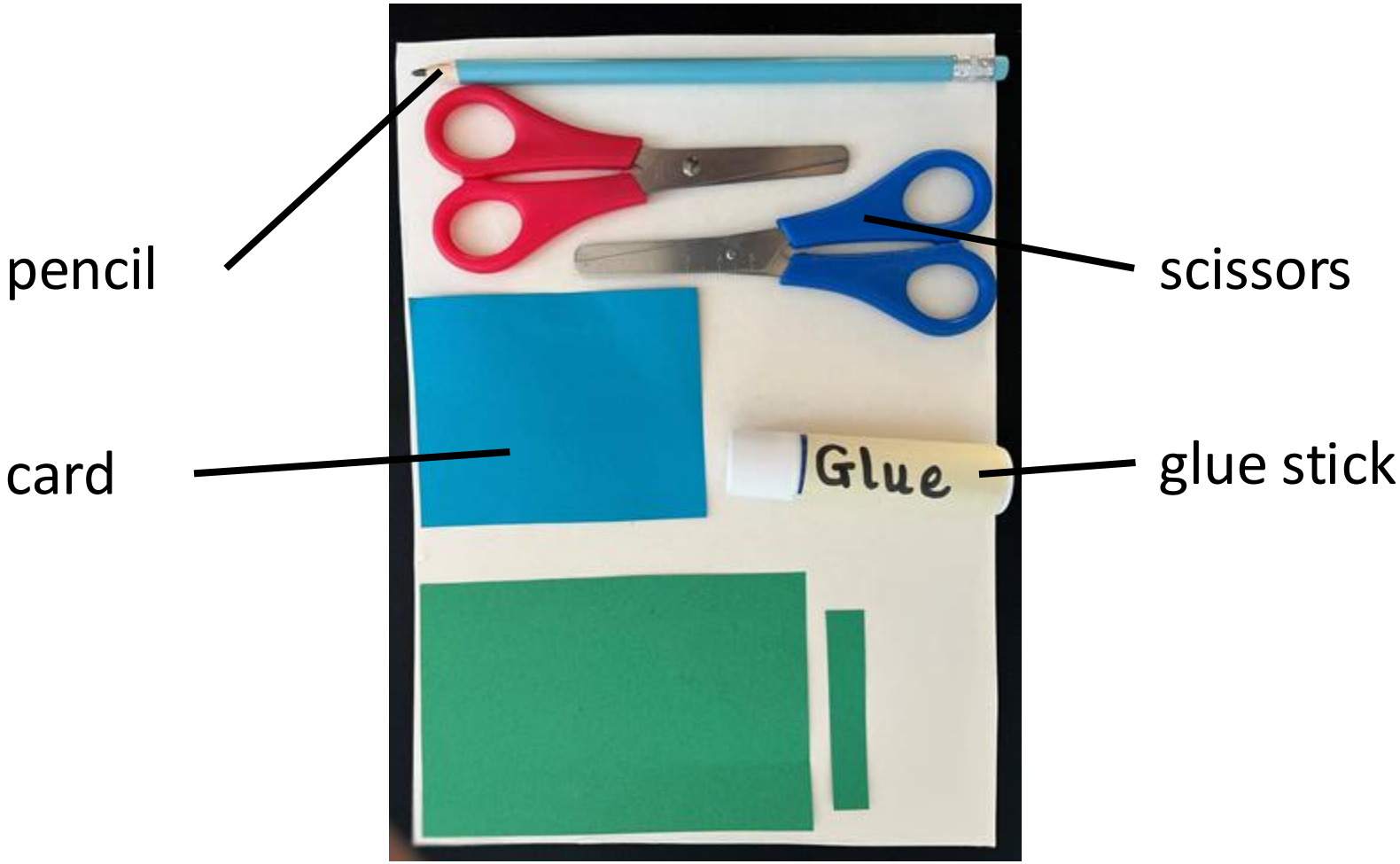
T **True**

F **False** ✓

Why?

A **slider** does not use split pins because the **slider** does not turn on a pivot. A **slider** moves in a straight line.

To make a **slider**, we need these materials and pieces of equipment:



1) Draw and cut out the moving picture for the front of your celebration card.

   Be creative, think about what you want to move and how it could move in a sliding motion.

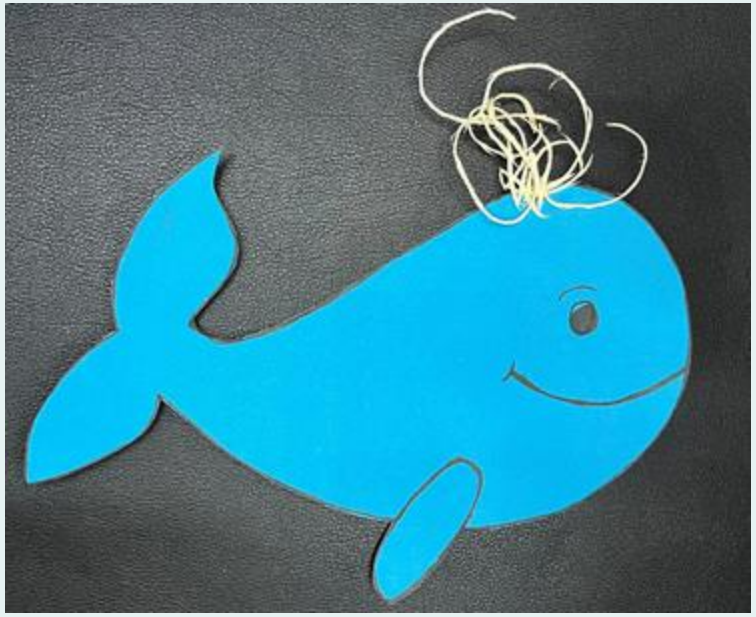
Task B

Make a slider mechanism

Feedback

1) This is Andeep's picture for his **slider**. He told his peers that it was going to move side to side.

movement



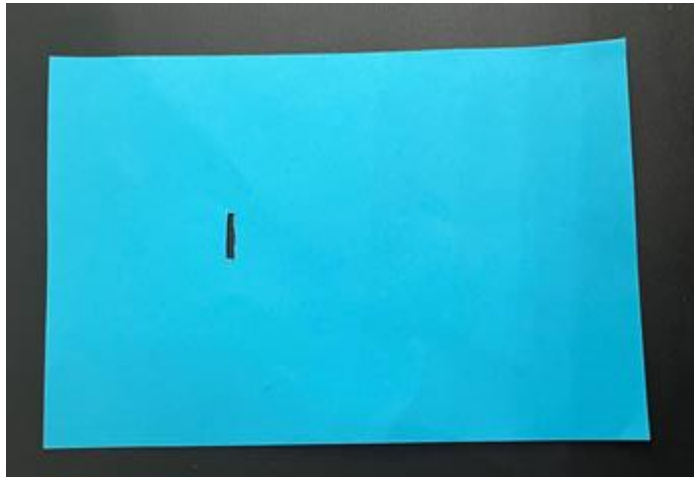
movement



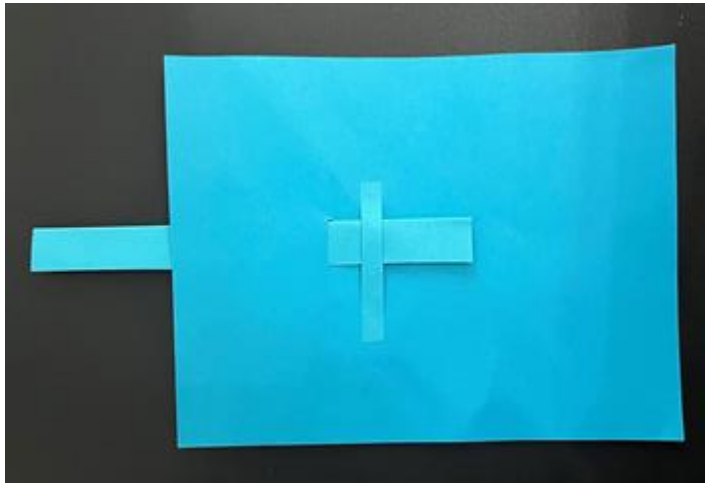
Andeep

2) Make a **slider** using the cardboard template.

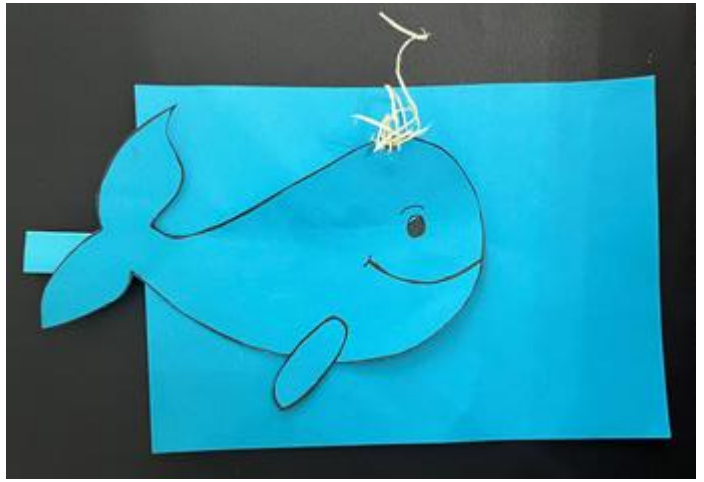
You should:



Cut the **slot** in the card which is slightly longer than the width of the **slider** bar.



Using extra card, add **guides** and **slider** bar.

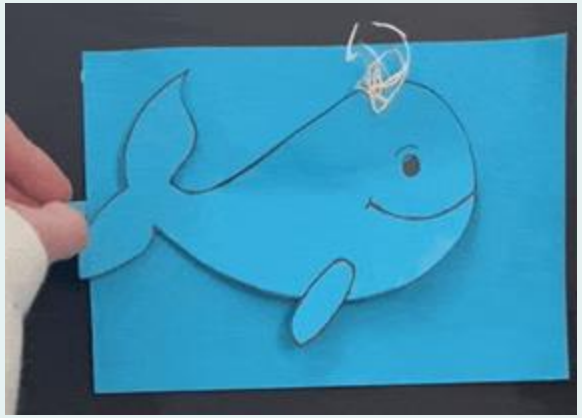


Glue your picture in place and check it works.

2) Make a **slider** using the cardboard template.

You should have:

- ☑ Cut the **slot** in the card.
- ☑ Used the extra card to add **guides** and **slider** bar.
- ☑ Glued your picture in place and checked it works.



Summary

Card slider mechanisms

Mechanisms make something move and include **sliders**.

Sliders are rigid bars which move backwards and forwards along a straight line.

Sliders have a **guide**, which is used to keep it in place.

When constructing **sliders**, it is important to cut and measure accurately.