Wednesday

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)**

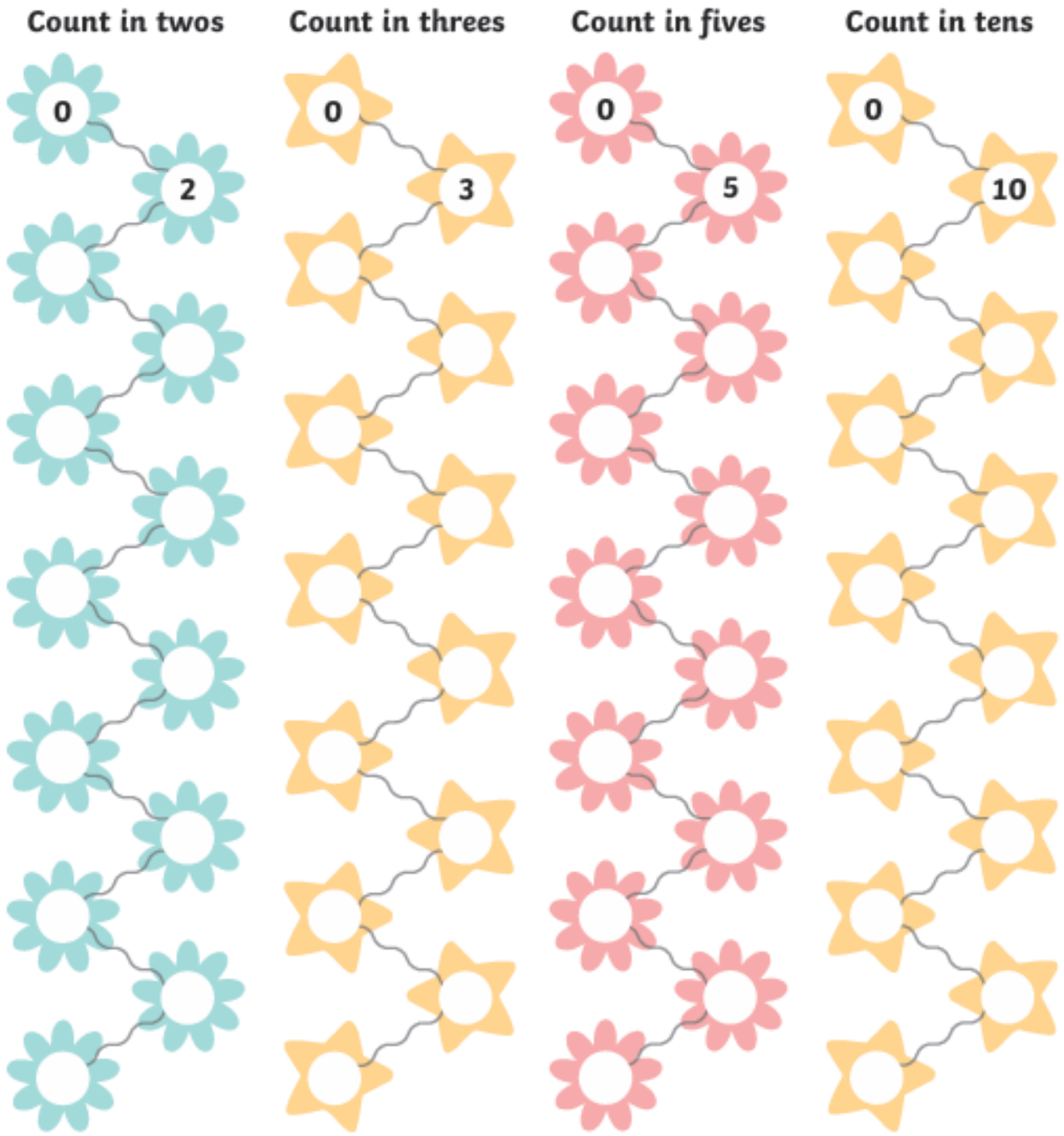
05/11/26

MORNING CHALLENGE

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HOPE EDUCATION
Inspire · Create · Educate

Count on from the first number in steps of 2s, 3s, 5s or 10s.



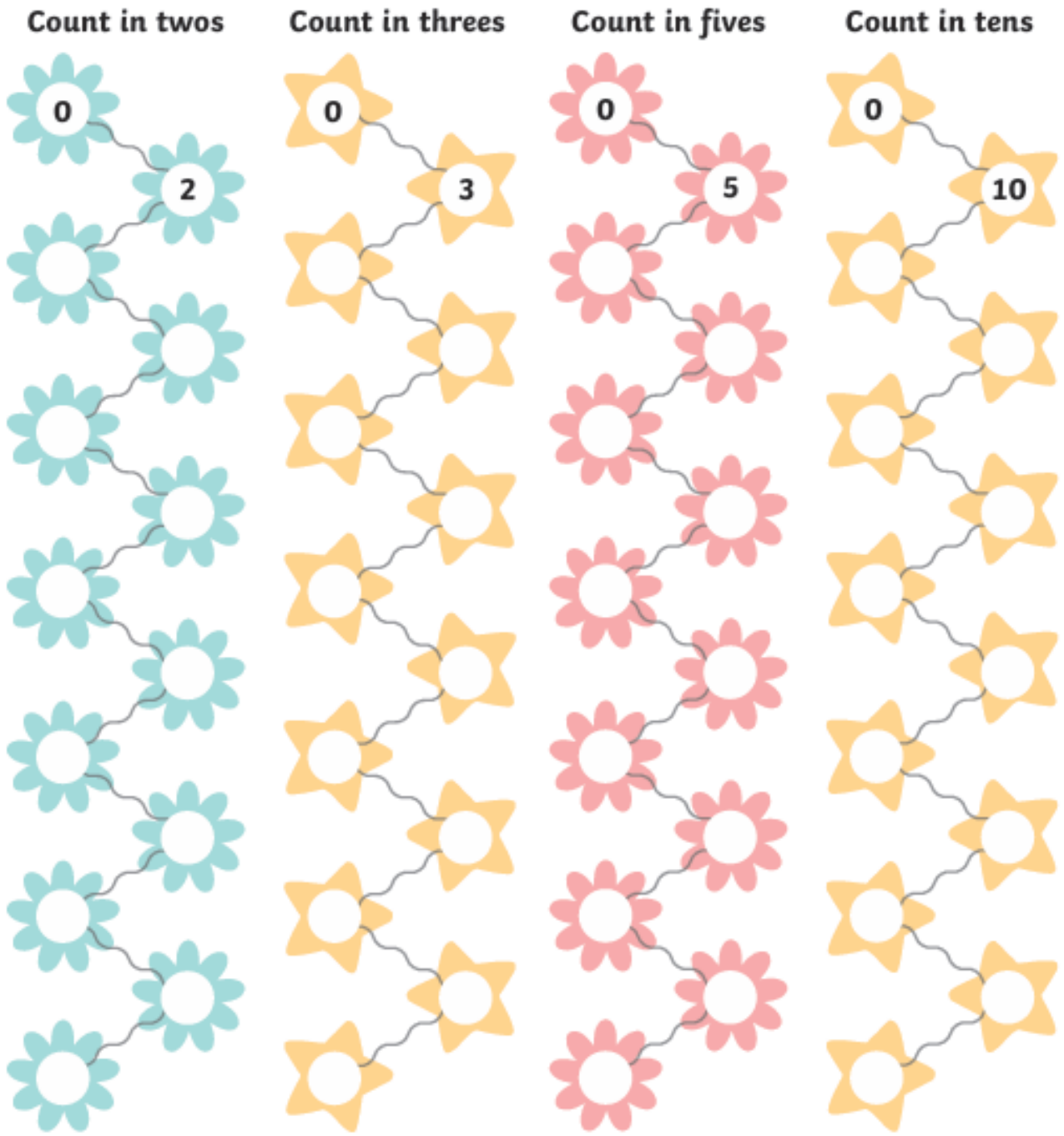
05/11/26

MORNING CHALLENGE

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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100

HOPE EDUCATION
Inspire · Create · Educate

Count on from the first number in steps of 2s, 3s, 5s or 10s.



ARE YOU READY?

3



2



1



READING

Reading Check

What does g and ml mean when we are reading?

Watch out for 'y' ending words-
happy, carefully, gently

Let's read over the text together

Pizza Recipe

Ingredients

- 300g of flour
- 1 teaspoon of yeast
- 200ml of warm water
- tomato paste
- cheese

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix together to make the dough.
3) Then, roll the dough into a flat circle.
4) After that, spread the tomato paste on top.
5) Next, gently sprinkle the cheese on top of the pizza.
6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

BRAIN BREAK

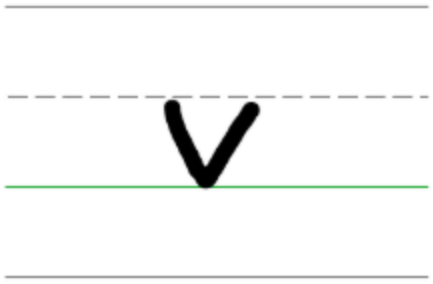


LITERACY

Wednesday 4th November

TBAT: identify features of instructions

2 in 2



I'm Ready!

- Next clean page
- Stick in your work
- Get out your pencil
- Put your pencil on your page
- Sit ready!

Wednesday 4th November
TBAT: identify features of instructions



What can we remember about instructions?

I know instructions need ...

Why do we use instructions?

Instructions help us to ...

What is important about instructions?

We must remember to include ...

Wednesday 4th November
TBAT: identify features of instructions





What do we use instructions for?

Why are they important?

What would happen if we did not have instructions?

Explanation

Instructions are a set of steps or guidelines for someone to follow to complete a specific task.

Instructions are written for someone who needs to know how to do something.

Explanation

There are lots of examples of things that come with **instructions**:

- toys
- games
- art or science kits
- construction kits e.g. LEGO
- cookery kits
- furniture
- cars
- electronic devices e.g. phones, cameras

Explanation

Instructions are broken down into small steps to help guide someone to be able to do something.

It is important that **instructions** are written carefully and are very clear so the reader can follow them easily.

If **instructions** are not clear, someone may get confused and the instructions will not achieve their purpose.

BRAIN BREAK



Write a list of things that have **instructions** to help someone use them correctly.

You could use your own experience by including things that you have used yourself.

Here's a start to your list:

- furniture

Explanation

Let’s look at a set of **instructions** and explore the **features**.

Features are the distinctive qualities or characteristics of something. The **features** of a classroom might be desks, a carpet, pegs and a book corner.

We are going to be writing **instructions** ourselves in this unit and the example we’ll look at today will be a set of **instructions** for how to make a pizza! When instructions are telling you how to make food, it is called a recipe.

Explanation

Pizza Recipe

title

Ingredients

- 300g of flour
- 1 teaspoon of yeast
- 200ml of warm water
- tomato paste
- cheese

ingredients

Instructions have a title telling the reader what they are for.

Some **instructions**, such as recipes, will contain a list of things you'll need. In a recipe, the list is called ingredients.

Explanation

Instructions

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix together to make the dough.
3) Then, roll the dough into a flat circle.
4) After that, spread the tomato paste on top.
5) Next, gently sprinkle the cheese on top of the pizza.
6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

A **feature** of **instructions** is numbers.

The **instructions** are numbered to help the reader know the order to follow them in.

Instructions

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix together to make the dough.
3) Then, roll the dough into a flat circle.
4) After that, spread the tomato paste on top.
5) Next, gently sprinkle the cheese on top of the pizza.
6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

Another **feature** of **instructions** is ordering fronted adverbials.

These words work in a similar way to the numbers and order the **instructions** for the reader.

Explanation

Instructions

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix together to make the dough.
3) Then, roll the dough into a flat circle.
4) After that, spread the tomato paste on top.
5) Next, gently sprinkle the cheese on top of the pizza.
6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

An essential **feature** of **instructions** is imperative verbs.

These words are bossy verbs that tell the reader what to do. They are instructing the reader.

Explanation

Instructions

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix together to make the dough.
3) Then, roll the dough into a flat circle.
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6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

A **feature** of **instructions** that comes with the imperative verbs is adverbs.

These words tell the reader how to do the verb and can be an important safety reminder.

Summary

Identifying the features of instructions

- **instructions** are a set of steps or guidelines for someone to follow to complete a specific task
- **instructions** contain numbers or ordering fronted adverbials
- **instructions** contain imperative verbs
- **instructions** contain adverbs

Label up the features of a set of instructions

Pizza Recipe

Ingredients

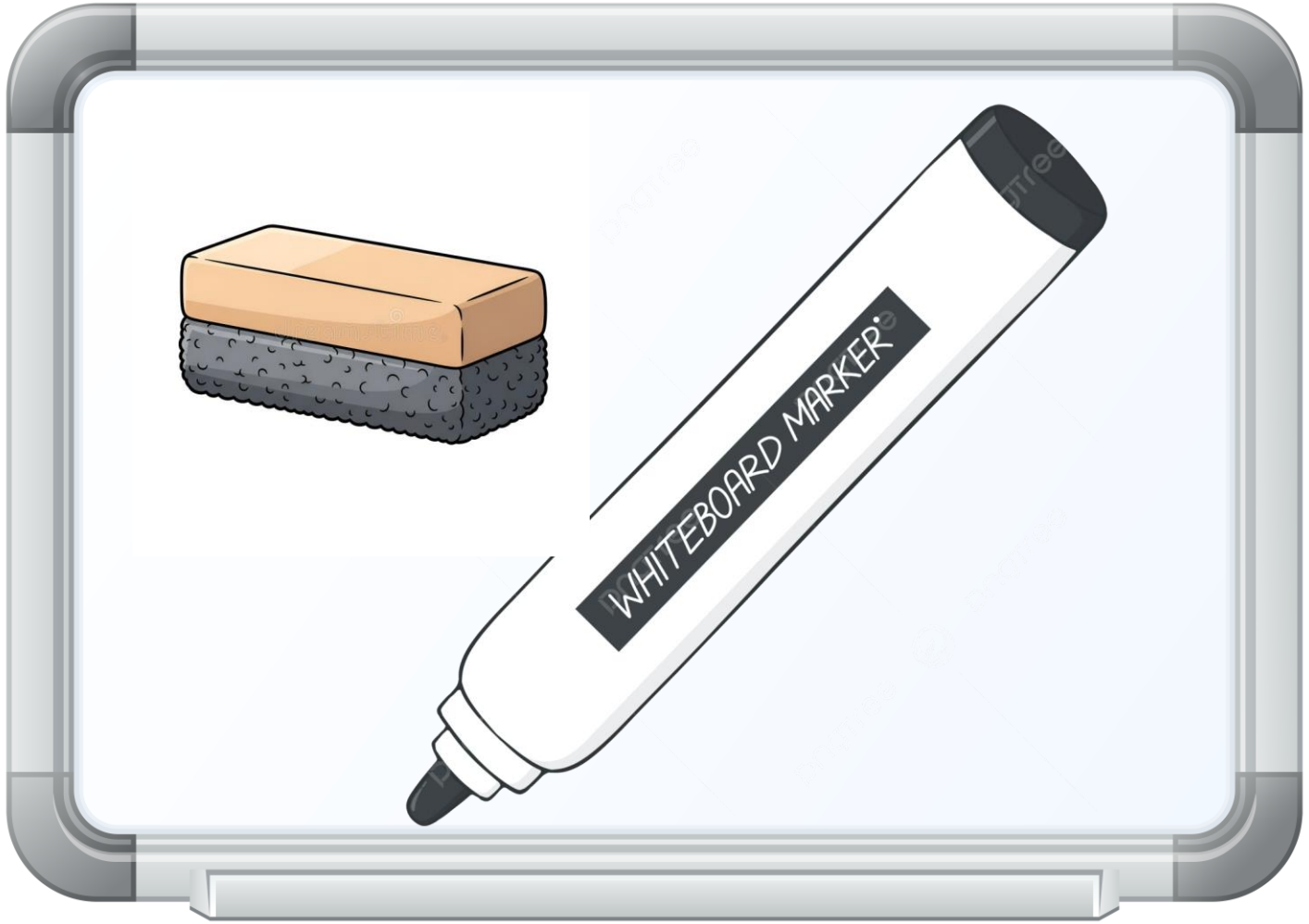
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BREAK

MATHS

Are you ready?



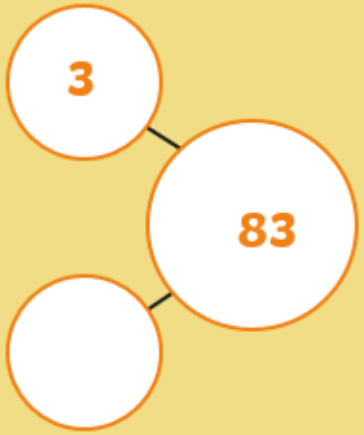


04.11.26
T.B.A.T. order lengths and heights



3 IN 3

Place Value



What is the missing number?

+ and −

$10 + \square = 100$

× and ÷

$2 \times 5 = \square$

Reasoning



Is my part-whole model correct?

Explain why.



CHALLENGE:

How Many Ways?

The whole is **20**.

How many different part-whole models can you make?

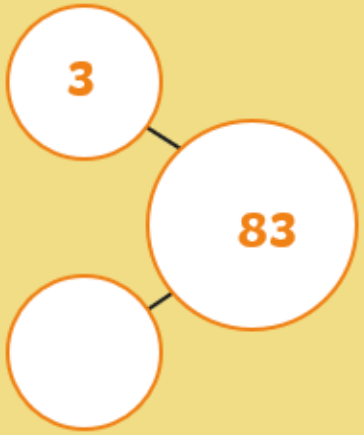
Try to find at least **5 different answers.**

04.11.26
T.B.A.T. order lengths and heights



3 IN 3

Place Value



What is the missing number?

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Try to find at least **5 different answers.**

03.11.26

T.B.A.T. draw lines in centimetres

Year 1

PRIOR LEARNING



I have compared objects by looking and using words like longer, taller or shorter.

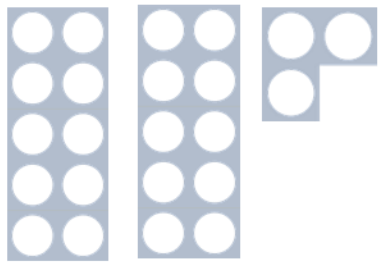
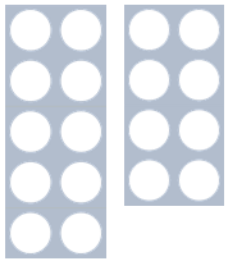
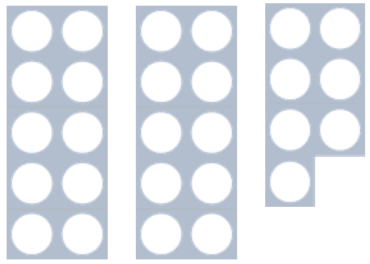
Year 2



I have learnt to compare and order numbers using >, < and = signs. I have also learnt to measure in cm and m.

WARM UP

1. Using the number pieces, write the numbers in order. Start with the smallest number.

A.  B.  C.  ☐ ☐ ☐



2. Write the numbers in order. Start with the largest number.

33 45 26 39 8 ☐ ☐ ☐ ☐ ☐

3. Write any numbers to complete the number sentences.



☐ > ☐ ☐ < ☐

length

long

order

longer

longest

centimetre

short

shorter

greatest

smallest

metre

Let's Learn ...

We use the words longest and shortest when talking about length to **order** objects.

paper clip



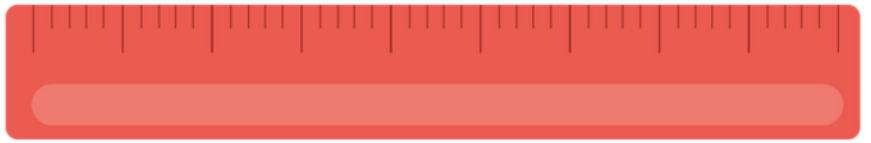
4 cm

pencil



19 cm

ruler



30 cm

The ruler is the longest and the paper clip is the shortest.

CHALLENGE: How do you know? Explain.

Not to scale

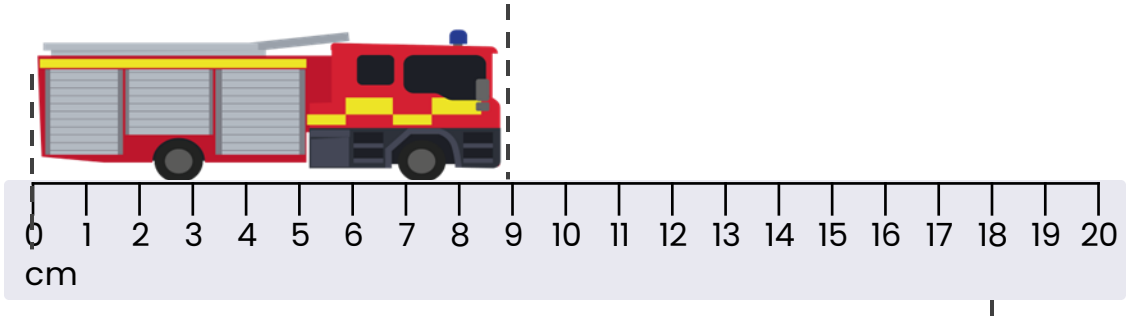
Let's Practise ...

Ella, Bailey and Dev are measuring the length of their toys in **centimetres**. Order the objects from longest to shortest.





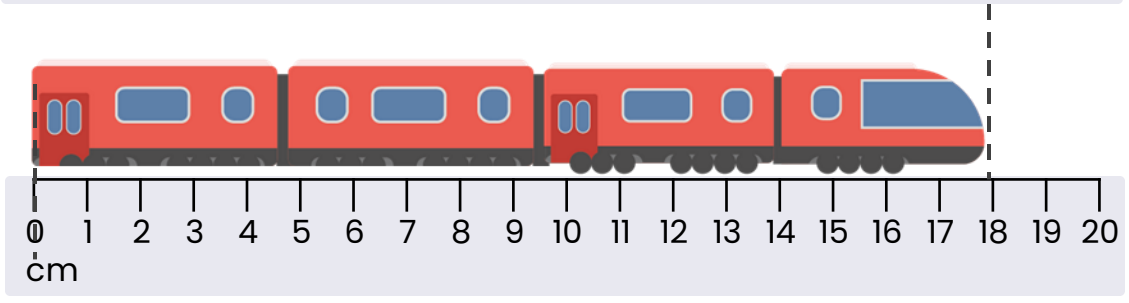
Ella



The fire engine is __ cm long.



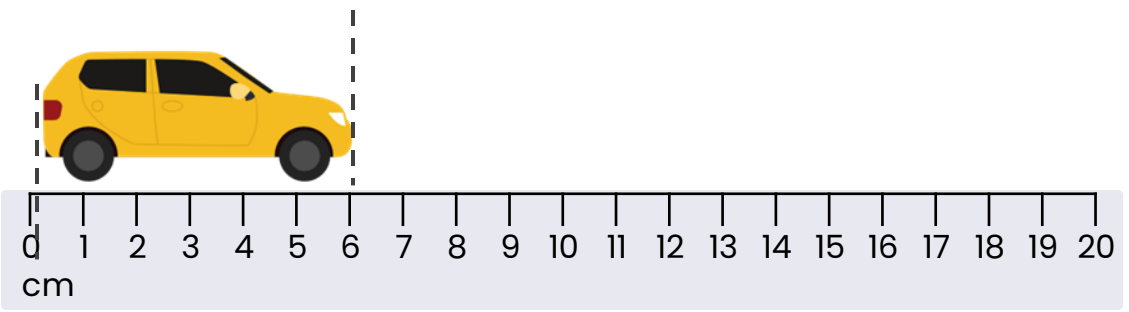
Bailey



The train is __ cm long.



Dev



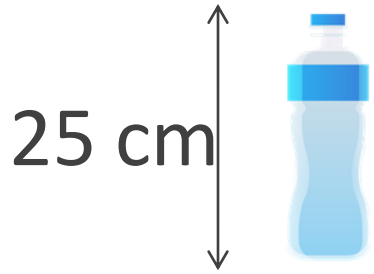
The car is __ cm long.

Not to scale

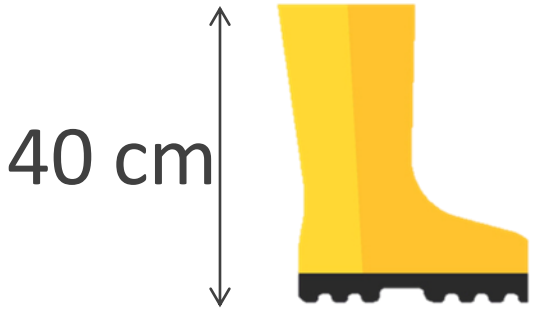
CHALLENGE: Who has the longest toy? How do you know?

Let's Learn ...

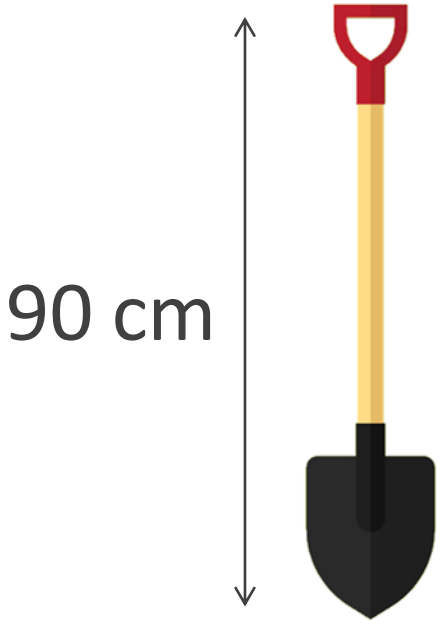
We use the words **tallest** and **shortest** when talking about **height** to order objects.



bottle



boot



shovel

The shovel is the tallest and the water bottle is the shortest.

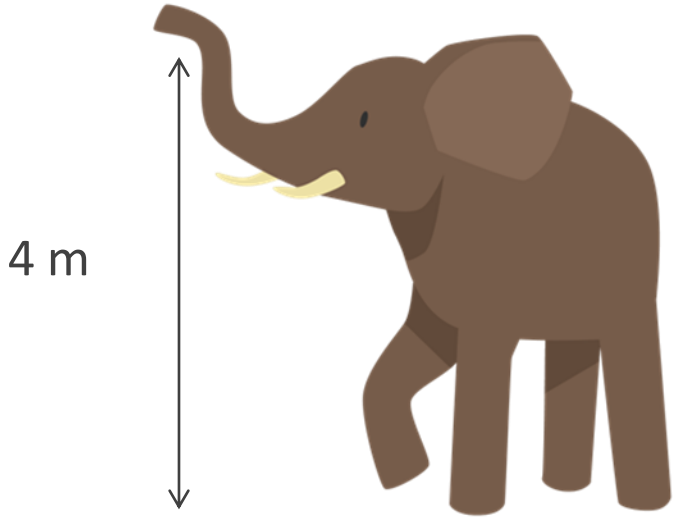
CHALLENGE: How much taller is the shovel than the bottle?

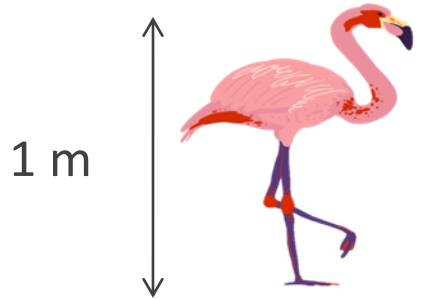
Not to scale

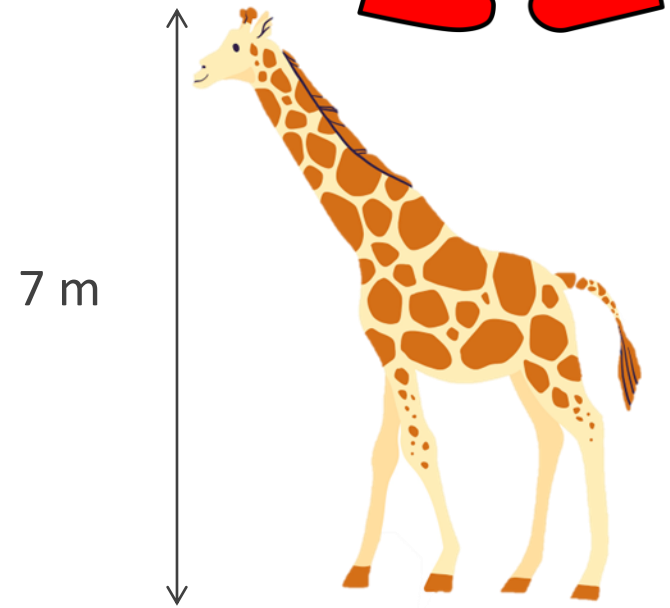
Let's Practise ...

You Do

Here are the heights in **metres** of some animals. Put the animals in order from tallest to shortest.







CHALLENGE: Complete this sentence:
The ---------- is taller than the ---------- and ----------.

Not to scale

Let's Learn ...

We can use comparison symbols to compare objects before putting them into order. The ruler has the **greatest** length and the crayon has the **shortest** length.

Object	**Length**
crayon	8 cm
pencil	15 cm
ruler	30 cm

We can write this as:

8 cm < 15 cm < 30 cm or

8 cm is less than 15 cm and 15 cm is less than 30 cm.

Not to scale

Let's Practise ...

Look at the height of these trees. Order the trees from tallest to shortest.

You Do



silver birch 25 m



fir 60 m



oak 30 m

Write your answer using symbols.

__ m > __ m > __ m

Not to scale

CHALLENGE: Complete this sentence:

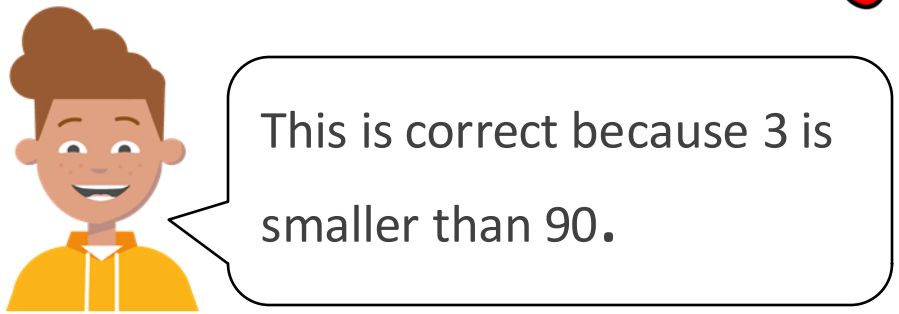
__ m is taller than __ m, and __ m is taller than __ m

Let's Reason ...



George has ordered three objects from shortest to longest with these lengths:

- skipping rope 3 m
- table 90 cm
- book is 30 cm



He orders them like this: 30 cm < 3 m < 90 cm

Is George correct?

Explain your answer.

George is correct/incorrect because...

CHALLENGE: Which order is correct? A) 15 cm < 30 cm < 2 m
B) 30 cm < 15 cm < 2 m C) 2 m < 15 cm < 30 cm. Explain how you know.

Let's Problem Solve ...



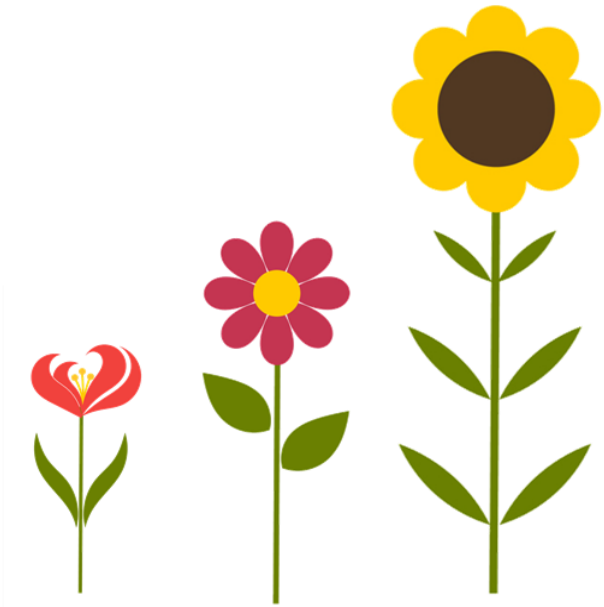
Bailey has collected three flowers from his garden.

The tallest flower is 39 cm tall.

The shortest flower is 12 cm tall.

What height could the middle plant be?

Find three possibilities.



CHALLENGE: Bailey has three flowers. Shortest flower = **12 cm** Tallest flower = **39 cm**
The difference between the shortest and tallest flower is **27 cm**. **Can you find three flowers whose heights add up to exactly 75 cm?**

Not to scale

BRAIN BREAK



Order Me!

Order each set of measurements from shortest to longest.

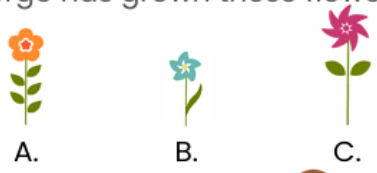
1. 27 cm ☐ 9 cm ☐ 12 cm ☐

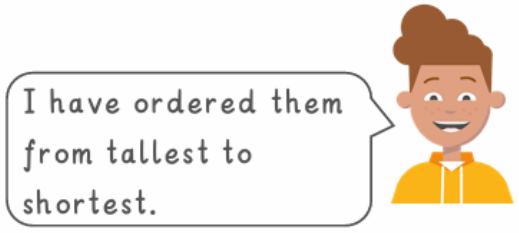
2. 25 m ☐ 19 m ☐ 52 m ☐

3. 14 cm ☐ 14 m ☐ 37 cm ☐ 28 cm ☐

4. Reason!

2b. George has grown these flowers.





Is he correct? Explain your answer.

R

Challenge!

1b. Here are the lengths of some items.

Item	Length
playground	35 m
classroom	8 m
field	52 m

Order 3 different combinations of these three items using < and >.

PS

Greater Depth!

Mr Grant is trying to work out who ran the furthest distance on sports day. No child ran over 100 m.

Child	Clues
Sam	• further than Mia • less than 55 m
Mia	• further than 30 m
Fay	• less than 80 m • further than Sam
Dom	• less than Fay • further than 30 m
Rob	• further than 60 m



Use the clues to work out the possible distances each child could have run. Order the children based on their distances.

☐ ☐ ☐ ☐ ☐

shortest → **furthest**

LUNCH

P.E. Investigators/Pioneers

Success Criteria

- Be as still as a statue.
- Hold each shape for 5 seconds.

Whole Child Objectives

Social: To teach my partner my sequence.

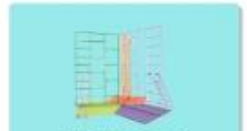
Emotional: To share my ideas with confidence.

Thinking: To choose shapes that link well.

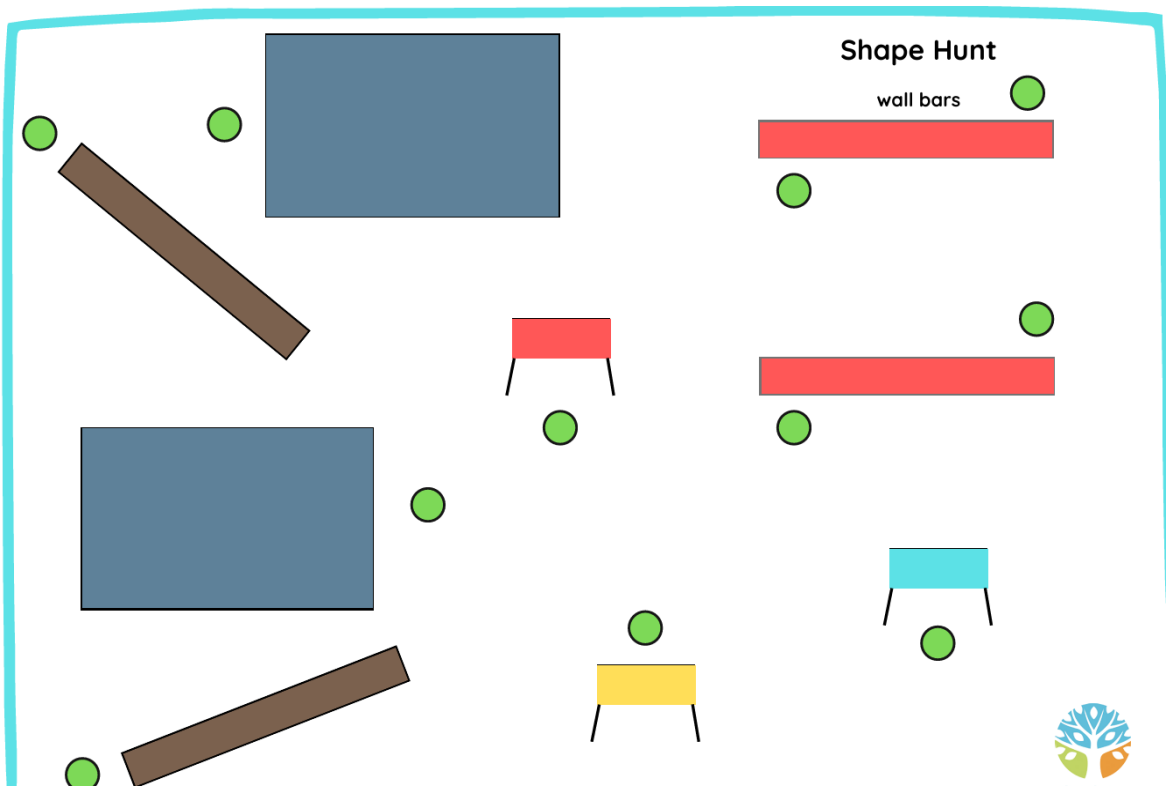




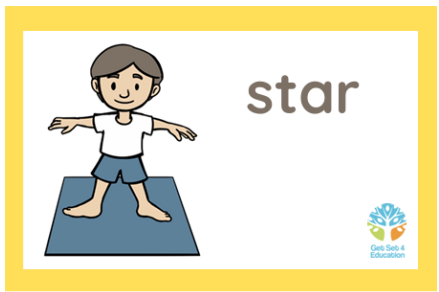






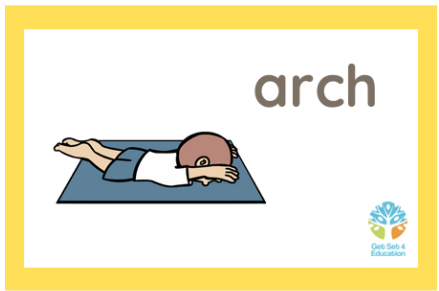


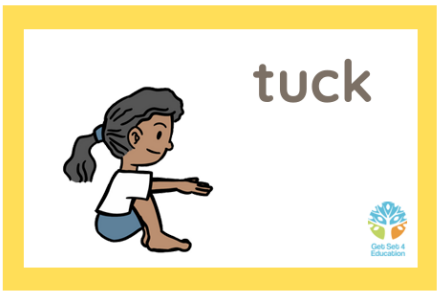
Shape Hunt Cards

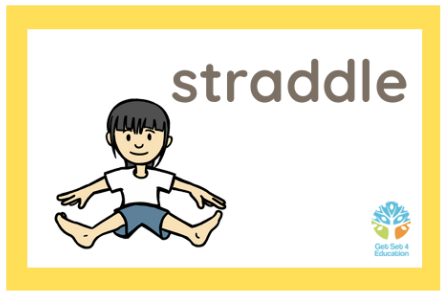












Ready and Retrieval

Teacher note: remove shoes and socks. Only deliver what you feel confident and competent to. Additional professional learning is advised as the level of skill and challenge increases. Set up apparatus. See 'Shape Hunt' apparatus doc.

Traffic Lights:

Pupils move on the floor space avoiding the apparatus:

- Green: jog
- Amber: straight jump on the spot
- Red: balance for 5 seconds
- Zebra crossing: lay in a straight shape
- Railway crossing: star shape
- Speed bump: jump 2 footed
- Car park: sit in a tuck shape

Show a different balance each time. Use different levels or body parts to balance on.

Make this easier: gradually add in the instructions.

Tension Test:

Remind pupils:

- Balances are shapes we hold still.
- Hold for 5 seconds so others can see.
- Use strong body tension to stay stable.

In pairs: 1 pupil holds a star shape. Partner gently tries to push their arms down. Swap roles. Score each other out of 5 for tension.

Squeeze / tense your muscles so they go strong and hard so that your partner cannot push their arms down.

Develop and Apply

Shape Match:

A Explain;

- Gymnastics shape cards are hidden around the room.
- Pupils will move carefully to find them.
- Each shape has 2 colours (blue and yellow).
- When they find a shape, perform it on the equipment where it was found.
- Then find the same shape in the other colour.

Model an example.

B In 2s find and perform the shapes. **Q: Can you perform the shape together, staying in contact with your partner?**

Use the apparatus and the shape together. The shape may change slightly. Travel around carefully and fluently. Consider travelling used in previous lesson.

Make this easier: create the shape on a mat or using the 'Ways to Travel' resource. Make this harder: perform in unison, in contact, or link shapes together.

Shape Change Sequence:

A Link 2 pairs together. The group of 4 select one shape card and one piece of apparatus. Groups explore interesting ways of performing their shape on or around their apparatus. Pupils could change the shape by:

- Using the apparatus in different ways - levels, spaces, directions etc.
- Working with their group in different ways - back-to-back, side by side, high and low etc.

Ensure you travel safely around the apparatus.

B Pupils create a sequence using their shape performed in a variety ways. Sequence to go shape, travel, shape, travel, shape.

BREAK

COMPUTING Pioneers

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

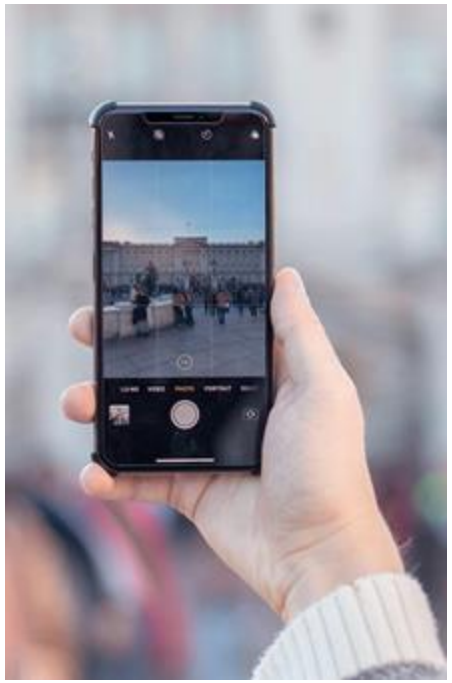
Understand information technology rules

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**?

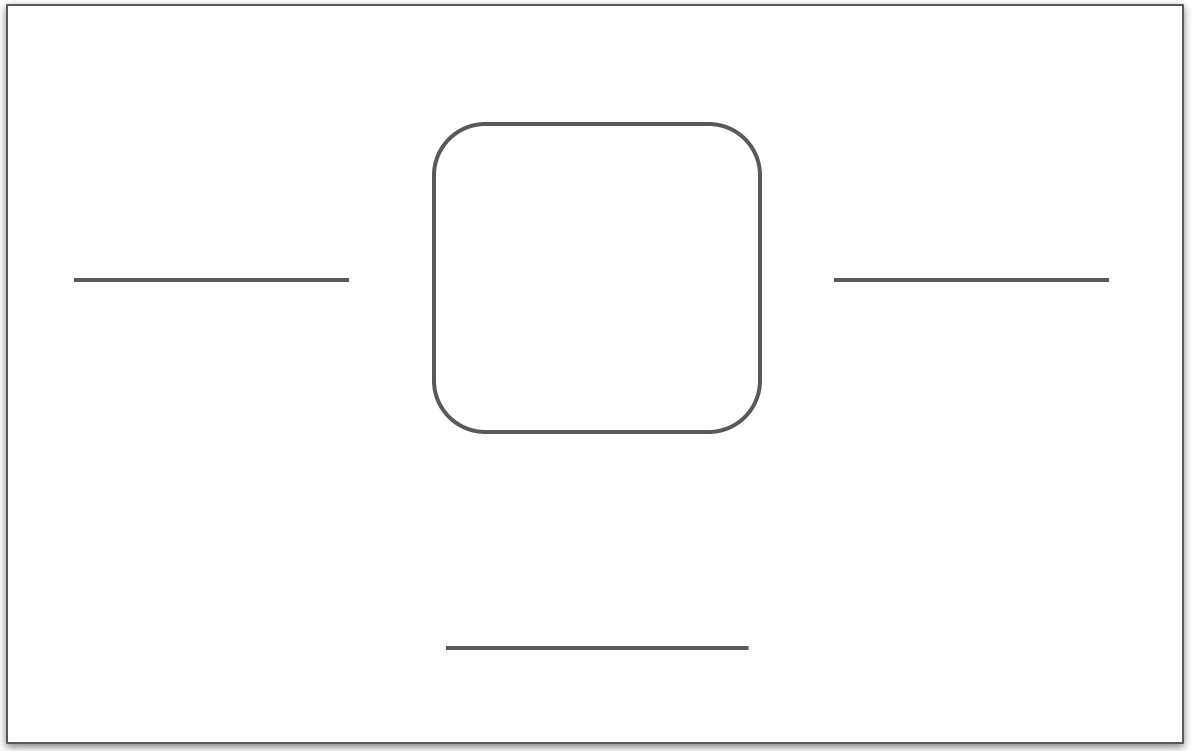
a only walk inside

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 lever mechanisms



Design and technology

Unit Levers and sliders: moving cards

Oak National Academy

Outcome

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

Keywords

mechanism	something that creates movement in an object
lever	a bar that helps lift or move things by turning on a point
rigid	unable to bend or be forced out of shape
pivot	a point around which an object moves or rotates

Lesson outline

Card lever mechanisms

- Features of mechanisms
- Features of lever mechanisms
- Make a lever mechanism

Features of mechanisms

Explanation

Lots of objects move in different ways.

What are these objects and how do they move?









A door handle has a **mechanism** that moves up and down.



The **mechanism** on a bicycle makes the wheel move round and round in a circular motion.



The **mechanism** makes the drawer move backwards and forwards.

My turn:

Something that creates movement in an object is a **mechanism.**

For example …

a door handle.

Your turn:

Something that creates movement in an object is a **mechanism**.

For example …

wheels on a bike.

Check

True or false?

A **mechanism** makes something move.

T True ✓ F False

Why?

There are lots of different types of **mechanisms** and they all make different movements.

Fill in the gaps using the word bank



This object is a window.

The **mechanism** makes it move_____.



This object is a blind.

The **mechanism** makes it move_____.



This object is a bike wheel.

The **mechanism** makes it move_____.

round and round	up and down	forwards and backwards

Task A

Features of mechanisms

Feedback

Fill in the gaps using the word bank



This object is a window.

The **mechanism** makes it move forwards and backwards.



This object is a blind.

The **mechanism** makes it move up and down.



This object is a bike wheel.

The **mechanism** makes it move round and round.

round and round	up and down	forwards and backwards

Lesson outline

Card lever mechanisms

- Features of mechanisms
- Features of lever mechanisms
- Make a lever mechanism

A **lever** is a type of **mechanism.**



This door handle moves up and down.



The scissors open and close to cut paper.



The hammer can pull nails out.

Explanation

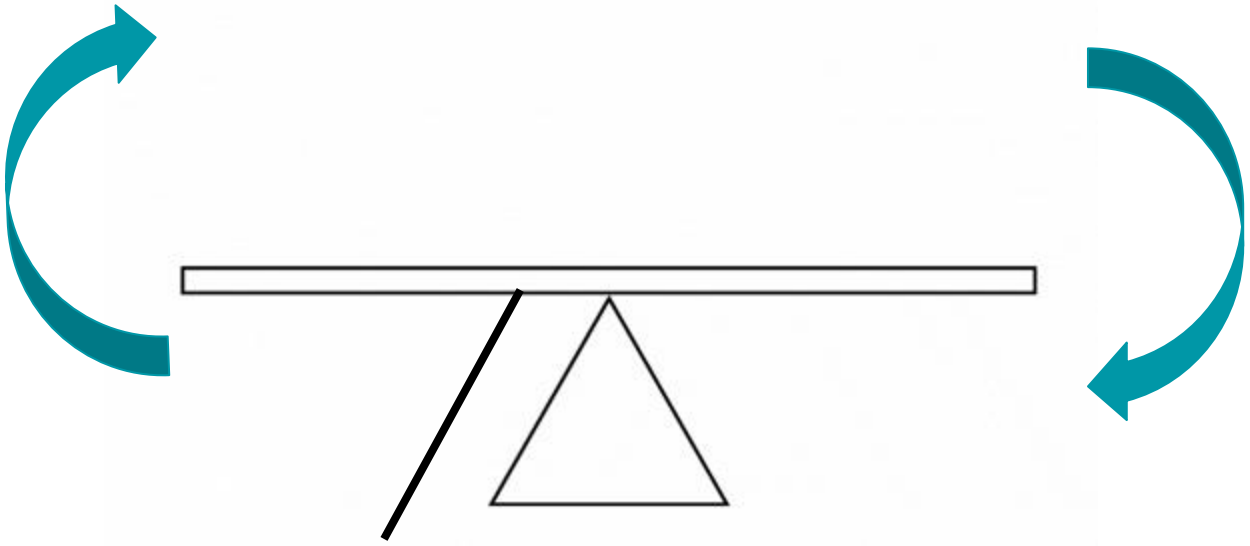
This is a seesaw. It is a **lever**.

As one side goes down, the other side goes up.



A **lever** is a solid, **rigid** bar.

When it moves, the ends of the **lever** make a curved shape in the air, but the **rigid** bar keeps its original shape.



lever

Features of lever mechanisms

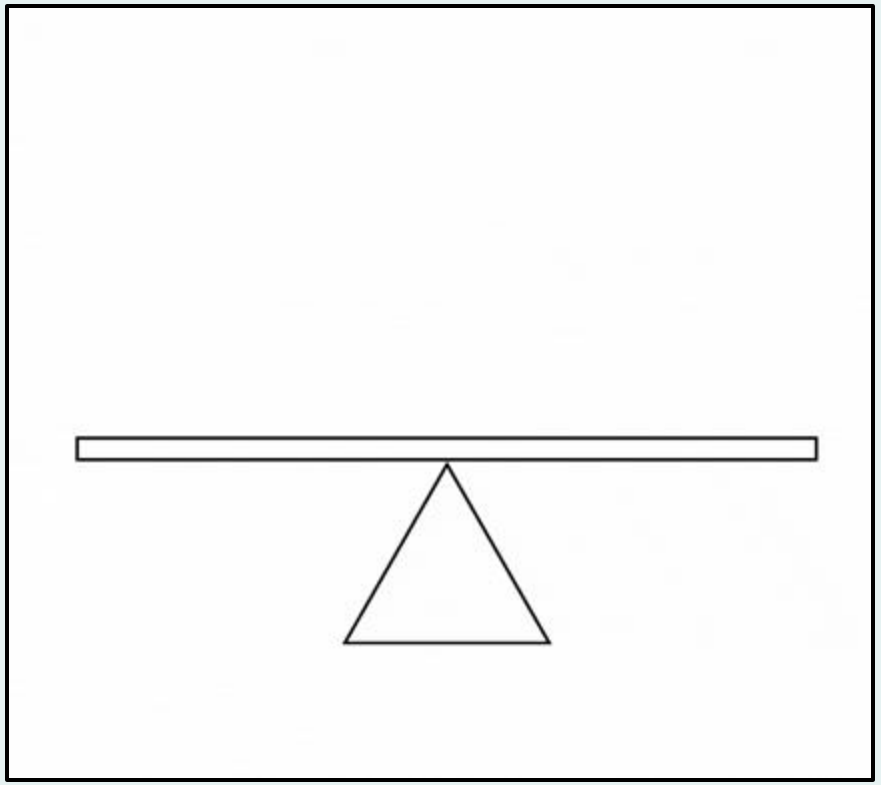
Check

A **lever** moves in a _____ direction.

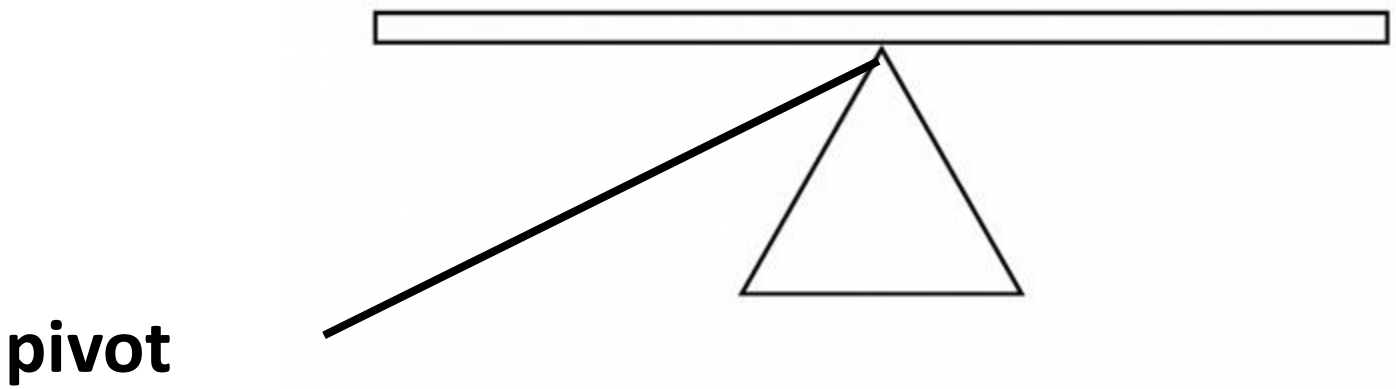
a circular

b straight

c curved ✓



This is the **pivot**. It helps make a **lever** move.



Explanation

By turning on one foot, you are **pivoting** around and moving on the spot.

This is the same as a **pivot** point. It allows movement.

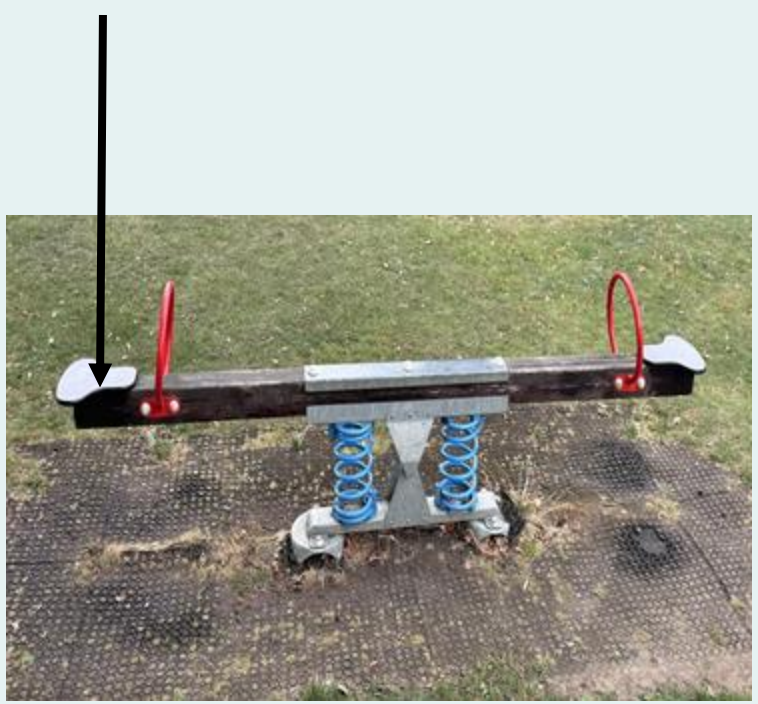


An example of this is a ballet dancer turning around on their toes, **pivoting** on the spot.

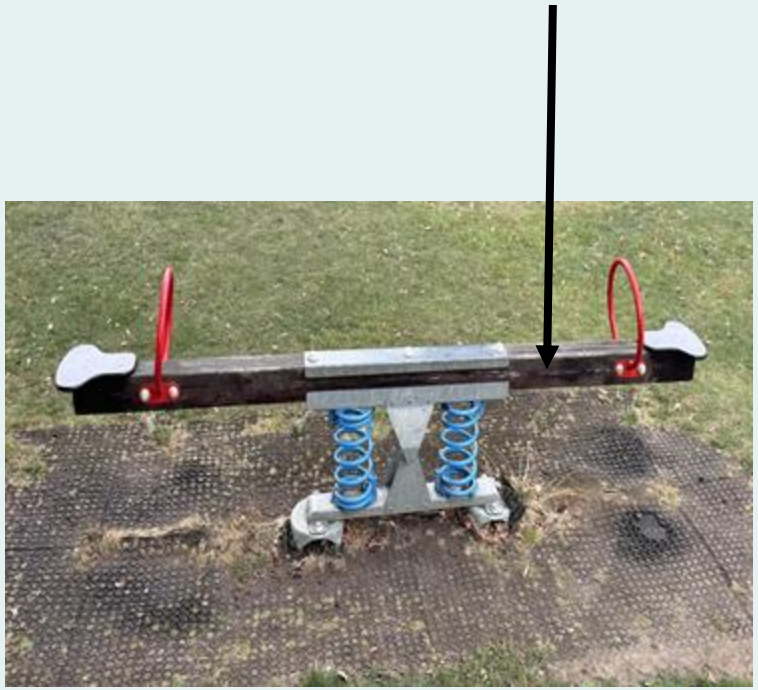
Features of lever mechanisms

Check

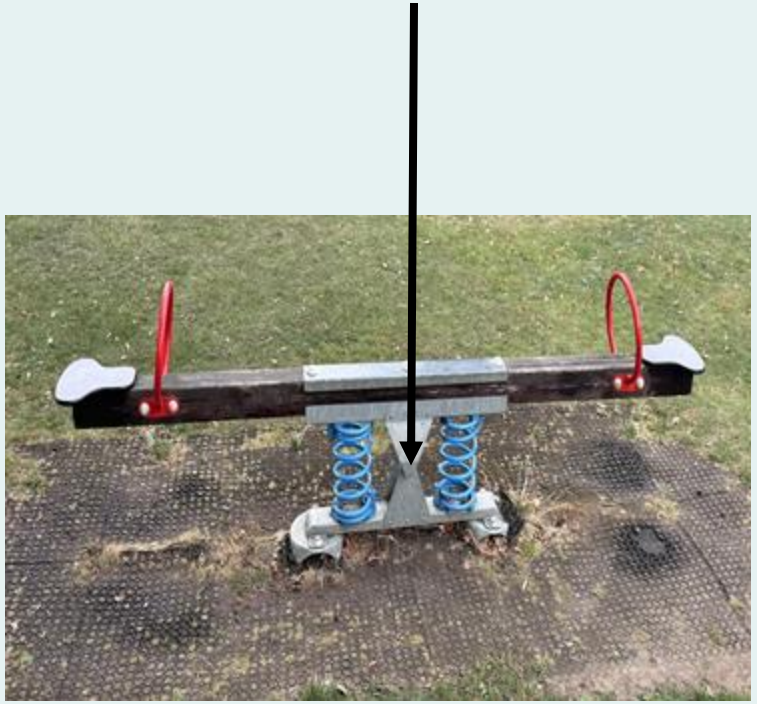
Which arrow points to the **pivot**?



a



b



c ✓

Make a **lever** using a cylinder (glue stick) and a piece of **rigid** cardboard.

Identify what part is:

1) the **rigid** bar
2) the **pivot**



You could use a ruler, if you do not have cardboard.



Izzy

Task B

Features of lever mechanisms

Feedback



Lucas

We made a **lever** using a glue stick and a piece of **rigid** cardboard.



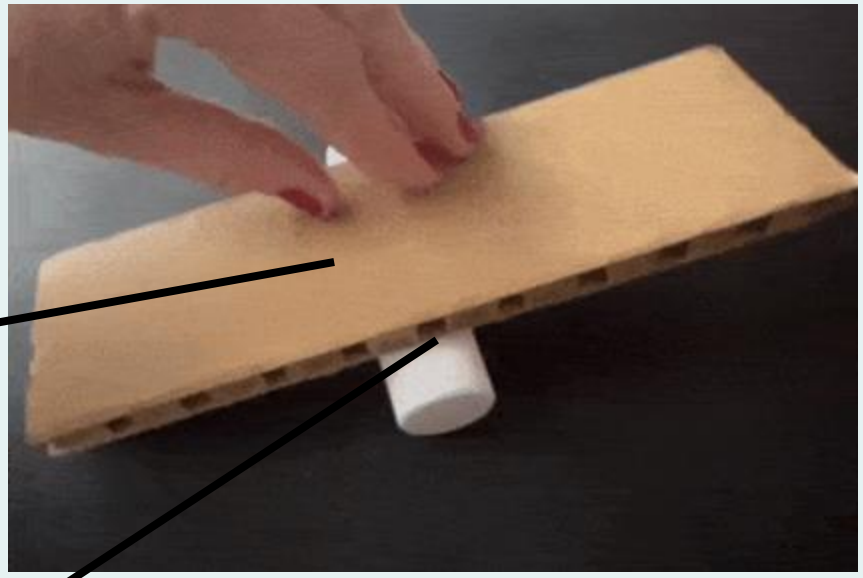
Sam

The **lever** goes up and down. It is a **rigid** bar.



Izzy

The **pivot** is in the middle of the seesaw.



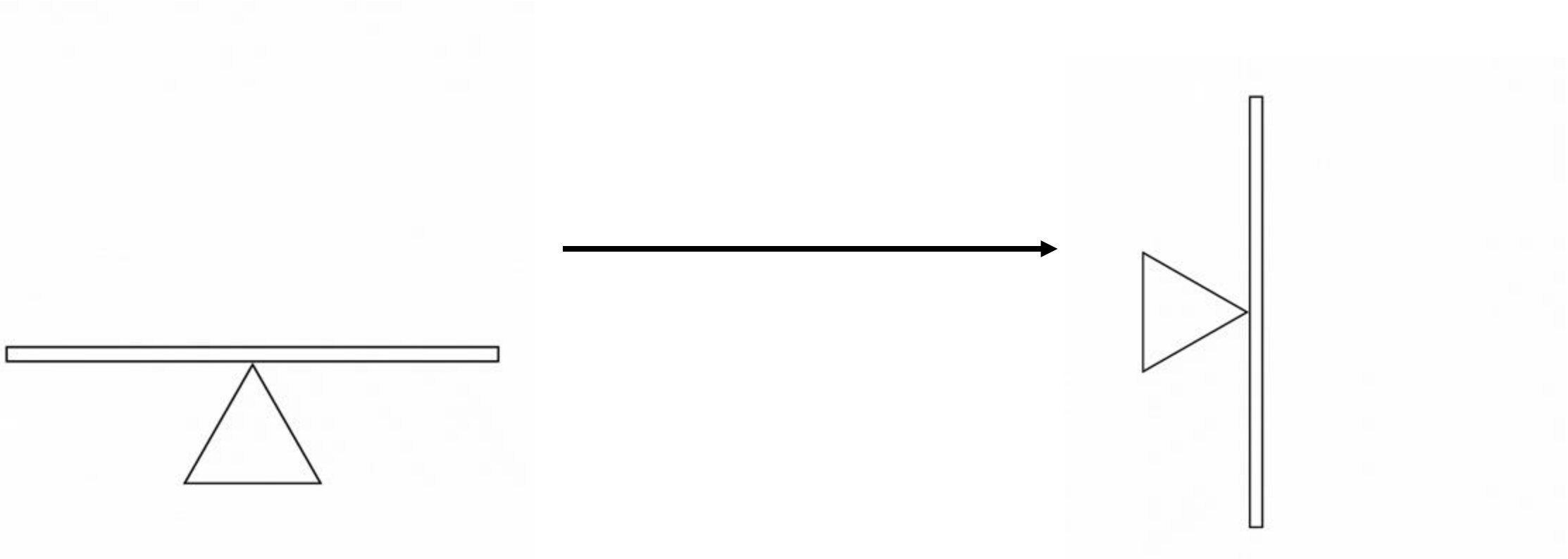
Lesson outline

Card lever mechanisms

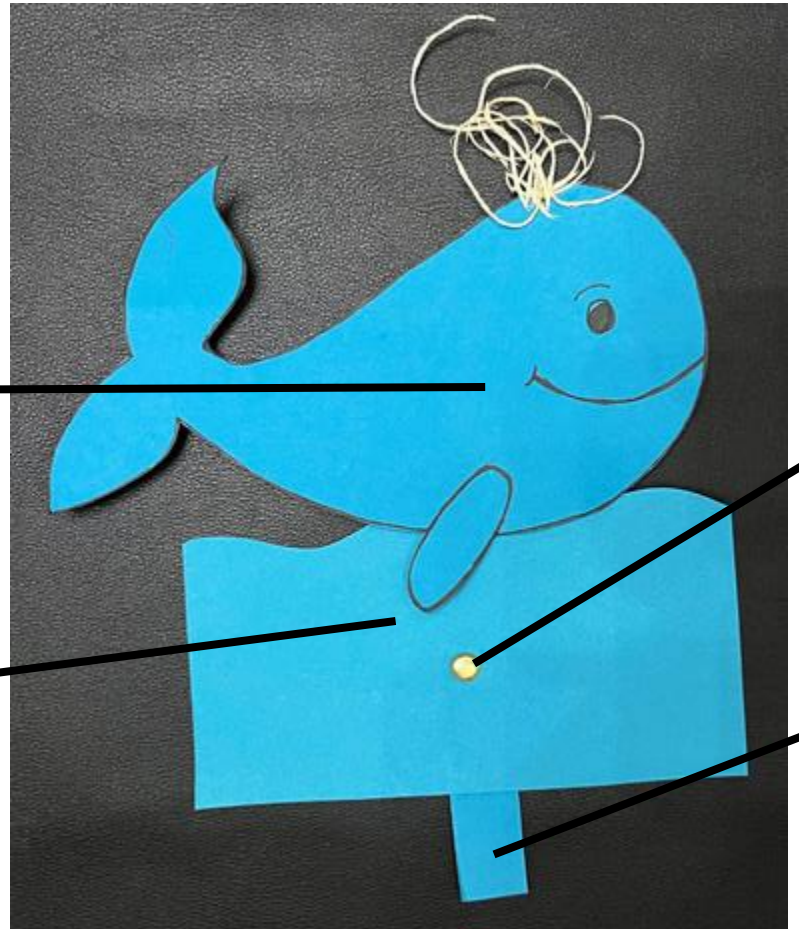


Levers can be used within celebration cards. They move the picture in a curved direction.

We can turn the **lever** around to make different movements.



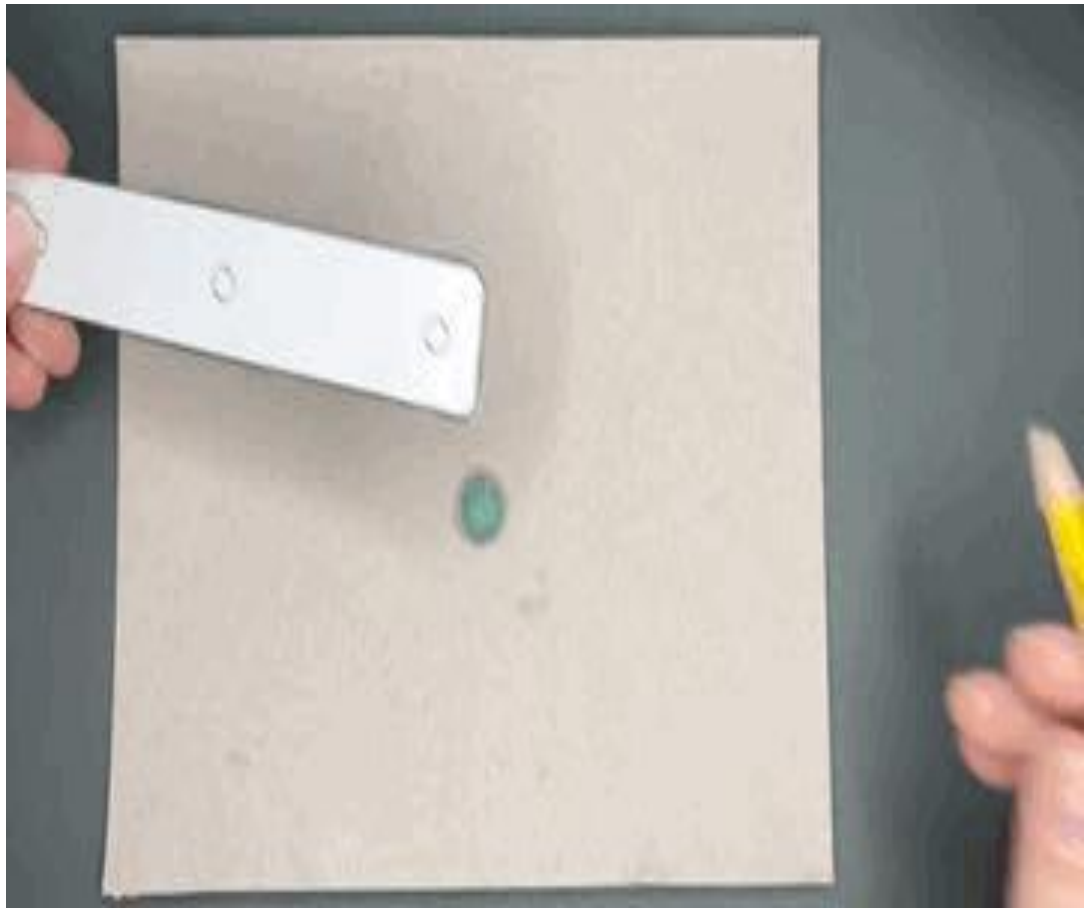
These are the four key parts of a card **lever mechanism**.



A split pin is used to make a **pivot** because they are easy to use and they let the paper turn.

To put a hole in your card for a **pivot** point:

- place sticky tack underneath
- put the **lever** on top
- use a sharp pencil to make the hole



Check

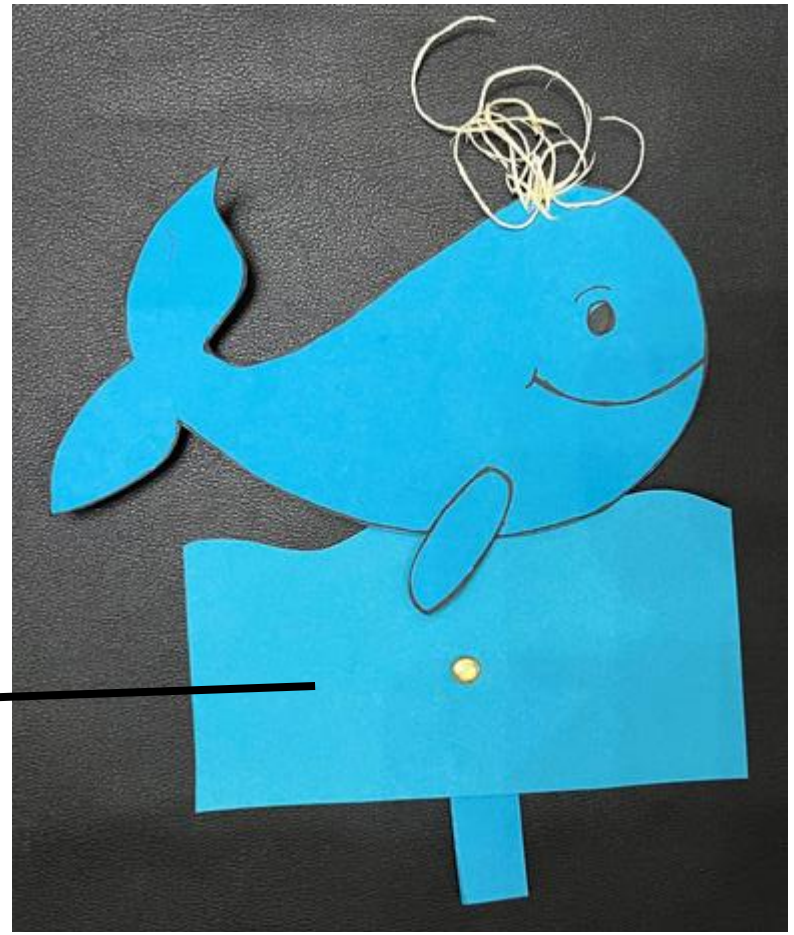
What should you use to make a **pivot** hole in a cardboard **lever**?

a a pair of scissors

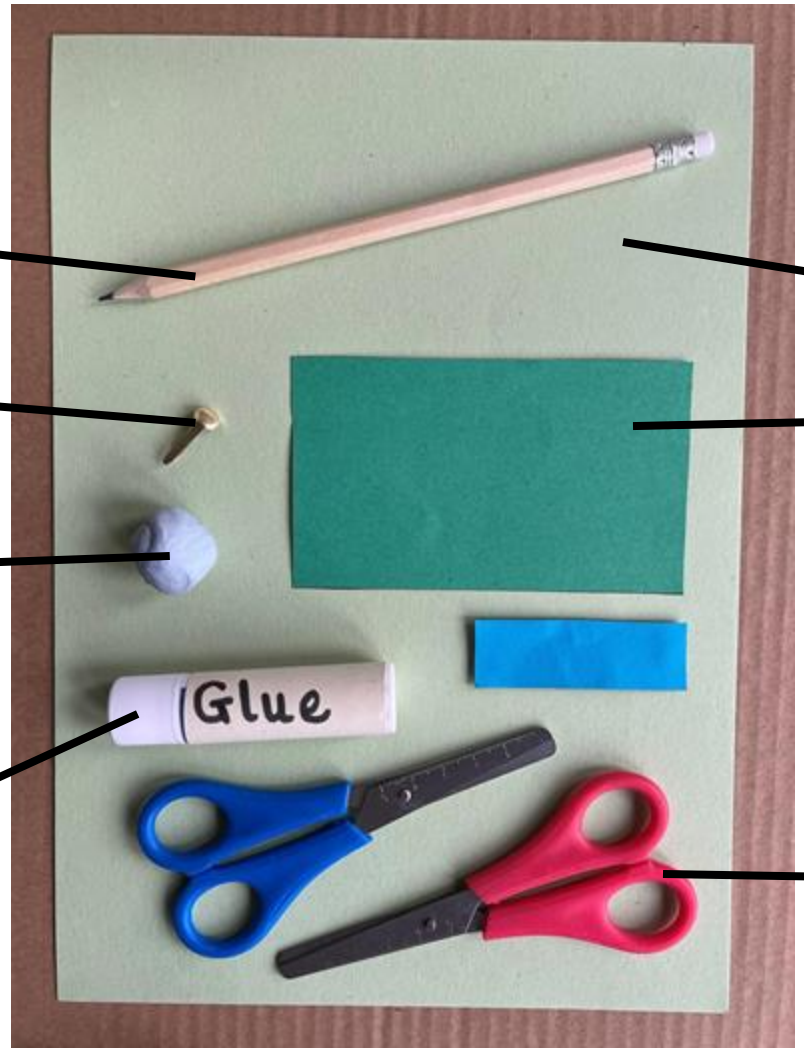
b a pencil ✓

c a pin

The cover or slot holds the **lever** in place and can also hide it.



To make a **lever mechanism**, we need these materials and equipment:



pencil

split pins

sticky tack

glue stick

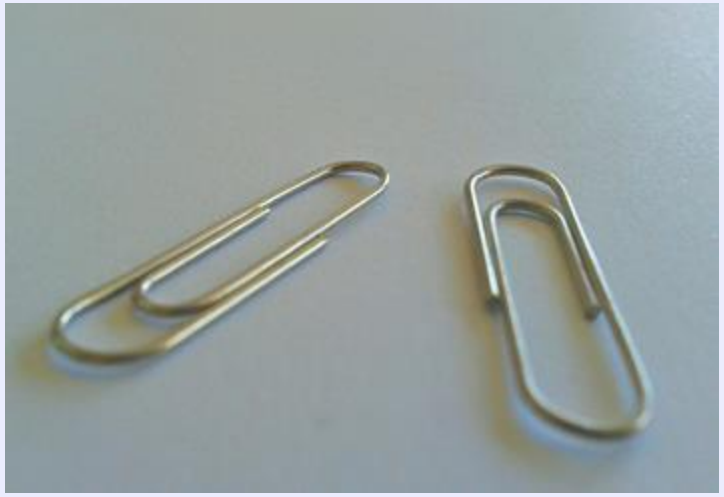
cardboard

scissors

Check

To make a **pivot**, which is the best item to use?

paper clip



a

safety pin



b

split pin



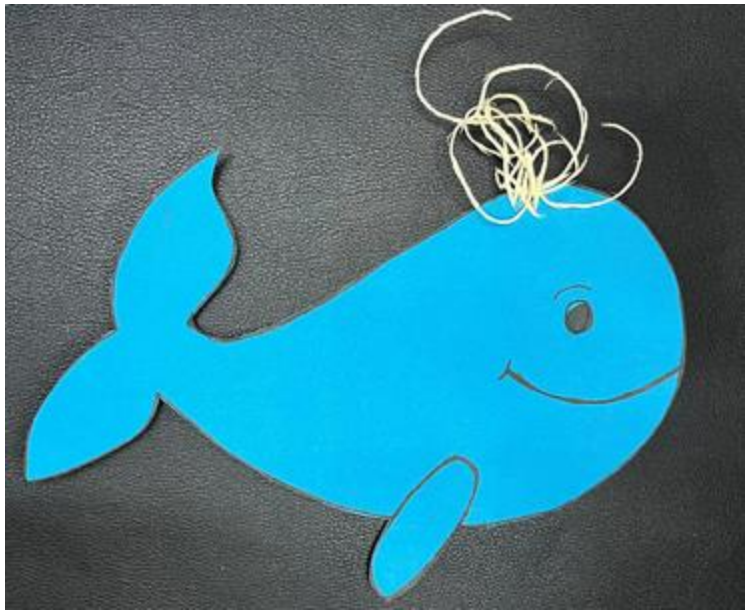
c ✓

Task C

Make a lever mechanism

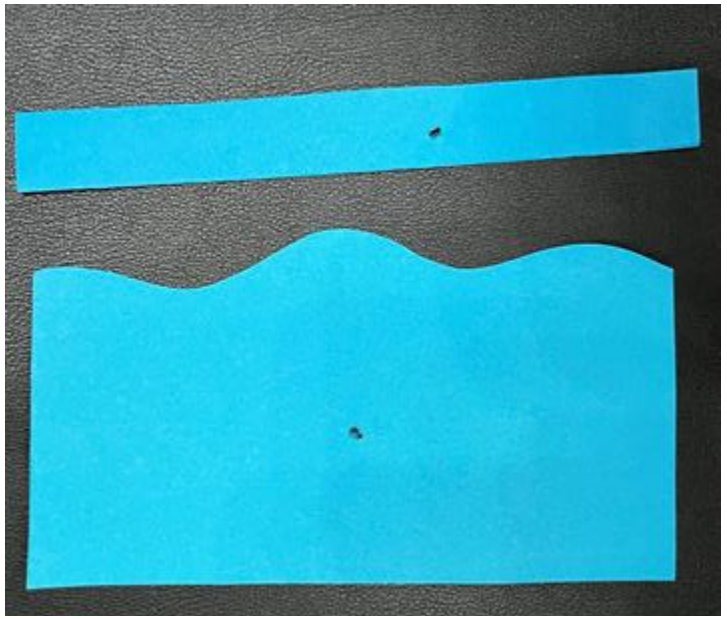
Practice

1) Design the picture (the bit that will move) for your **lever mechanism.**
2) Draw it on paper or card and cut it out.

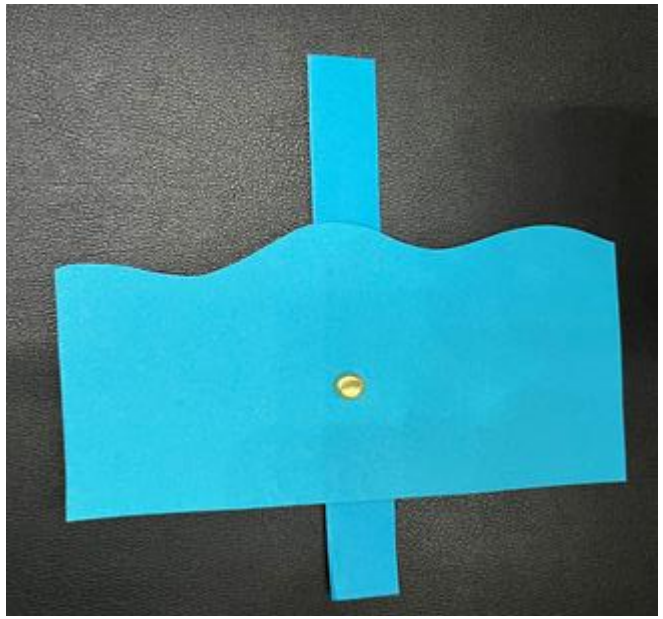


3) Make a **lever** using the cardboard template

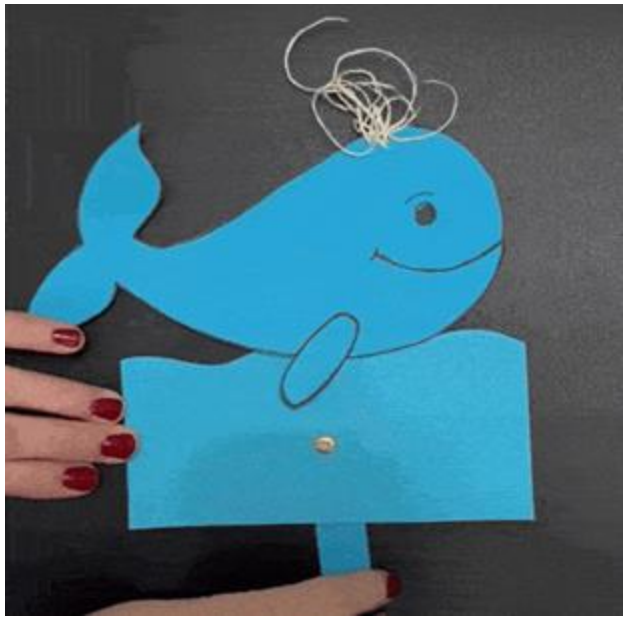
You should:



Cut out the **lever** strip and cover. Then, make the holes.



Join the cover to the **lever** with a split pin.



Attach your picture to the **lever**.
Check it works.

Task C

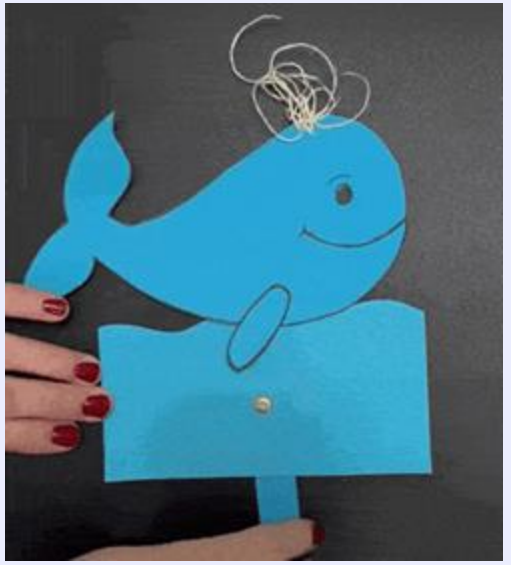
Make a lever mechanism

Feedback

1) You should have drawn and cut out your picture.

2) You should have then:

- ☑ Cut out the **lever** strip and cover. Then, made a hole in them.
- ☑ Joined the cover to the **lever** using the split pin.
- ☑ Attached your picture.



Summary

Card lever mechanisms

Mechanisms make something move and can include **levers.**

Levers are rigid bars that help lift or move things by turning on a **pivot** point.

The ends of the **lever** move in a curved direction.

Levers can be made using card and split pins.