

Learning objective	Success criteria
To create a high-quality product suitable for a target user.	- I can complete the surface decoration of my pop-up book by adding the story through: - pictures; - captions. - I know that I need to consider the preferences and needs of the user. - I know that good quality making should be neat, accurate and securely assembled.
Before the lesson	
Have ready <i>Presentation: 3, 2, 1.</i> - Whiteboards and pens (one each). <i>Activity: Pop-up book design template</i> from Lesson 1: Pop-up book page design. - Children's book structures so far - Scrap, coloured card/paper. - Scissors (one pair per pupil). - Glue sticks (enough to share per table). - Any other finishing materials you want to supply, e.g. foil, crepe paper, wobbly eyes, pipe cleaners, felt, etc.	
Recap and recall	
Hand out a whiteboard and pen to each child and display the <i>Presentation: 3, 2, 1</i>. Ask the children to respond to the three questions shown. Presentation: 3, 2, 11 Answers: 3 mechanisms or structures may include: levers, sliders, spacers or layers. 2 structures that can be used to hide a mechanism: layers and spacers. 1 question about pop-up books could include specific questions about how to create some of the structures and mechanisms in existing products the children have looked at.	
Attention grabber	
Arrange the children in pairs and ask them to discuss how their users (Year 1 pupils) might expect a good-quality pop-up book to function and look. Invite the pairs to identify three design criteria for the finish and appearance of the book, for example, the book should: - Include a range of moving parts. - Be bright and colourful. - Be glued together well without falling apart. - Tell a story. Suggest different ways that the children could use the materials you have supplied them with to finish off the front cover and each page of the book, for example, glueing in large sections of green paper to represent grass is much quicker and usually neater than colouring a large area in.	

Demonstrate how they might want to communicate the caption for each page, e.g. writing neatly in pen, cutting out speech bubbles or glueing in comic-style captions, e.g. 'Kapow!'.

Main event

Allow the children time to complete the surface decoration of their books.

Encourage a range of materials and colour combinations suitable for the story and user. Check that the captions fit in well with the scenes they are creating.

If you need to speed things up, you could print out some characters (e.g. Jack, Jill, Humpty Dumpty, horses, etc.) in advance for the children to cut out and glue on rather than draw from scratch.

Wrapping up

In groups of four, children should showcase to each other their creations, explaining what they have designed and how they have made each mechanism and structure. Alternatively, the children could use this time to read their books to Year 1 pupils.

Vocabulary

Aesthetic

How an object or product looks.

Caption

A short piece of writing under a picture that describes or explains the picture.

Function

How an object or product operates or works.

Assessing progress and understanding

Pupils with secure understanding indicated by:
using a range of mechanisms and structures to illustrate their story and make it interactive for the users; using layers to hide mechanical elements; illustrating the story through the use of appropriate materials and captions.

Pupils working at greater depth indicated by:
including a wider range of more sophisticated mechanisms and structures; making to a high-quality; applying more sophisticated and demanding surface decoration.

Adaptive teaching

Pupils needing extra support

Could use printed characters; should work with just one or two materials.

Pupils working at greater depth

Should work with a wider range of materials and use them more creatively; could create a back cover if time allows.