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| **Make an amazing bunny pop up card** | | | |
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| Making an amazing Easter pop-up card. | | | |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | | |
| **Subject(s):** Design & Technology, Mathematics  **Approx time:** 50 – 80 minutes |  | | **Key words / Topics:**   * Pop up card * Slit * Net * Template |
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| **Suggested Learning Outcomes** |  | |  |
| * To be able to make and assemble an Easter pop-up card from separate parts | | | |
| **Introduction** |  | |  |
| This is one of a set of resources designed to allow learners to use Easter themes to develop their knowledge and skills in Design & Technology and Mathematics. This resource focuses on making a graphic product, in this case an Easter pop-up bunny card. | | | |
| **Purpose of this activity**  In this activity learners will learn about graphic products. Learners will have an opportunity to use a template to help them cut out the parts for an Easter bunny pop-up card.  This activity could be used as a main lesson activity, to teach learners about the use of templates. | | | |
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| **Activity** |  | | **Teacher notes** |
| **Introduction (10-15 minutes)**  Teacher to explain that learners are going to make an Easter bunny pop-up card using card parts from a template.  **Making the Easter bunny pop-up card**  **(30-50 minutes)**  Teacher to demonstrate the steps shown in the presentation and listed below:   * Step 1 – ⚠ Safely cut out all the bunny card parts. * Step 2 – Add designs to eggs and the bunny. * Step 3 – ⚠ Glue grass stand parts to green paper and fold on the dotted lines. Carefully follow the feint lines to cut the grass slits. * Step 4 – ⚠ Make the Easter card by gluing a sheet of green paper on the inside of a sheet of card. Fold over. * Step 5 – Place the slot line, marked on the bunny grass part, in the middle of the card, on the folded side, and draw round the slot. ⚠ Carefully cut two slits into the card. * Step 6 – Fold the flap over to make a crease. Open open the card and push the flap through to the inside to make a step. * Step 7 – Make the sky by drawing a wavy line on blue paper. ⚠ Carefully cut out the shape and glue onto the card. * Step 8 – ⚠ Glue the bunny grass part to the bunny. Stick the bunny to the flap with glue. * Step 9 – Glue the grass stands and eggs to the card. * Step 10 – Close the card by folding the parts towards the inside.   Learners to complete each step for themselves. The teacher presentation could be left on the whiteboard as a supporting guide as they do this.  **Discussing the results of the activity (10-15 minutes)**  Teacher to explain why templates are used to make objects and how separate parts are used to make a larger structure.  Learners to share their completed bunny pop-up cards with the class and identify one thing that they like about them and one thing that they could improve. |  | | **Make an Easter bunny pop-up card activity**  Print the activity sheet onto thin card and distribute to the learners.  Step 1 – Point out the solid and dotted ear folding lines.  Step 2 – Learners may decorate the Easter bunny and eggs as time allows.  Step 5 – Use the slot line on the bunny grass part to mark out the slot. Teacher may wish to demonstrate how to cut and fold the flap.  Step 9 – Learners could place the grass stands in a position of their own choice.  Learners could further decorate the Easter bunny pop-up card front and rear if time allows. |
| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Provide learners with pre-cut parts from the template sheet. |  | | * Learners add their own designs to the eggs, bunny and the front of the card. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Glue sticks * Card (Various colours) * Scissors * Coloured paper |  | | icon-ppt Teacher presentation – Make an amazing bunny pop up card  icon-pdf Easter pop-up card activity sheet |
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| **Additional websites** |  | |  |
| * **BBC Bitesize –** 3D Shapes: https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqty * **YouTube** – Easter chick pop-up card: https://www.youtube.com/watch?v=atNZ4O5iuho | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Watch the video: **BBC Bitesize –** 3D Shapes: https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqty | | **Extension** (Options)   * Learners add their own design to their Easter bunny pop-up cards. * Learners to watch the video: **YouTube** – Easter chick pop-up card: https://www.youtube.com/watch?v=atNZ4O5iuho   **Plenary**   * Learners to share their completed bunny pop-up cards with the class and identify one thing that they like about them and one thing that they could improve. | |
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| **The Engineering Context** film |
| Engineers use nets and card to allow them to make scale 3D models of buildings and other structures, as well as packaging for products. |

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| **Curriculum links** | |
| **England: National Curriculum**  Mathematics  KS2 Geometry   * recognise, describe, and build simple 3-D shapes, including making nets. | **Northern Ireland Curriculum**  KS2 – Mathematics and Numeracy  Shape and Space   * build and make models with 3D shapes; create pictures and patterns with 2D shapes. |
| **Scotland: Curriculum for Excellence**  Numeracy and Mathematics  Shape, position and movement  MTH 2-16   * Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. | **Wales: National Curriculum**  Mathematics  KS2 – Using geometry skills   * construct solids from given nets. |
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| **Assessment opportunities** | | |
| * Informal teacher assessment of practical skills through observation of learners. * Formal teacher assessment of activity results. | | |
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