



- It should **fit** on the **user's hand**



- It should have the **appearance** of a **zoo animal**



- It should be **moveable** and **flexible**

Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan Design Technology

Year Group: 2	Term: Summer 1 2022	Teacher: Sarah Bride	Subject lead: Catherine O'Neill Edwards	Overview: Structures - Textiles - Templates And Joining Techniques Design, make and evaluate a puppet	Key End Points: By the end of this unit children will <ul style="list-style-type: none"> - Evaluate existing products - Know different joining techniques for joining fabric - Know how to use running stitch and an anchor stitch 	
Links to other learning: Properties of materials: science	Relevant Prior Learning: Threading eyfs	Future Learning: Textiles Y3,5,6	High Quality Text: 'Poo in the Zoo' by Steve Smallman	Risk Assessment: <ul style="list-style-type: none"> - Sewing needles - Scissors CLEAPSS - Also see CLEAPSS for guidance: Username is: light, Password is: bulb22	Teacher CPD: Please read the DATA project on a page sheets attached at the end of this plan prior to teaching. https://classroom.thenational.academy/lessons/to-experiment-with-different-joining-techniques-ccwpat?activity=video&step=1 this video will show you how to do a running stitch .	
<u>Learning Intention</u>	<u>Lesson Outline (Key Questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
<p>I can evaluate existing products</p> <p>I can use a range of joining techniques to join fabric</p>	<p><i>This lesson has 2 different activities</i></p> <p>This is a DT lesson. In DT we design and make to solve problems</p> <p>To start this lesson we are going to evaluate some existing products. What does evaluate mean? Evaluate means to judge. Lets start with one together. Look at a torch together and display the evaluation</p>			<p>One of the following for <u>each</u> table:</p> <ul style="list-style-type: none"> - a piece of clothing with a zip e.g. a pencil case or bag - something that has Velcro e.g. a high vis jacket (plenty of these in EYFS) - something with a button e.g. a shirt - something with a tie fastening e.g. a babies sub hat 	<p>Evaluate</p> <p>Existing Purpose</p>	

questions on the IAW.

Purpose
What is the product for?

User
Who is the product for?

Where
Where could the product be used?

Material
What material is the product made from?

How
How is the product used?

Go through each question discussing answers together.

Now children go through each item on the tables using the evaluation questions. Focus on high quality discuss. Adults facilitate children explaining their thinking clearly. Photograph the range of items for books. Children the choose one items and complete and existing evaluation worksheet on this product.

ADULT HELP REQUIRED FR THE NEXT ACTIVITY: Ask parent volunteer and use as many adults in school as possible. Ideally at least one or two adult per table

In this unit of work we are going to be designing and making a puppet. In today's lesson we are going to learn some skills that will help us. We are learning different **joining techniques**. **What is a joining techniques? A way of joining something together so it will not come apart. What material would a puppet be made of? Fabric.** Today we will be learning different joining techniques for joining fabric together.

<https://classroom.thenational.academy/lessons/to-experiment-with-different-joining-techniques-ccwpat?activity=video&step=1> **5m 50 sec**

Pause the video when told to and follow the instructions. It is important that you watch this video prior to the lesson so you know what to expect.

Pause the video at 15minutes 54 seconds and allow children to practice their running stitch. After this return to the video to learn how to tie off an=or knot the thread. We call this an anchor stitch because it 'anchors' the work and tops it coming loose. Play this video twice if needed.

The remainder of the video shows you

- Stapling
- Gluing

Finish video at **22m 02 seconds**. Finish lesson after gluing so it has time to dry before starting next lesson.

Recap and repeat three times:

- Toy puppet
- teddy
- Plastic toy

Evaluating existing products question cards


Evaluating existing products worksheets

A range of fabrics: felt squares, recycled fabrics such as old t-shirts, rags, pillow cases (ask on dojo prior to lesson for unwanted fabrics and ask staff as well to get a range of fabrics)

Scissors
Chalk
pens
Needle
Thread
Pins
Glue (pva or fabric glue)
Staplers (as many as possible borrow from all classrooms and offices and spare staples)
Puppet Template printed on to card

Template
Mock –up
Sew
Running stitch

	<p>what is a template? A shape we can draw around to cut out shapes what is a mock up? A practice model to try out ideas What is an anchor stitch? A stitch that anchors sewing so it won't come undone</p>			
<p>I can design and create a template</p>	<p>This is a DT lesson. In DT we design and make to solve problems</p> <p>Recap prior learning: what is a template? A shape we can draw around to cut out shapes what is a mock up? A practice model to try out ideas What is an anchor stitch? A stitch that anchors sewing so it won't come undone</p> <p>https://classroom.thenational.academy/lessons/to-experiment-with-different-joining-techniques-ccwpat?activity=video&step=1 start video at 22m 02 seconds. Pause and allow children to pin the remainder of their puppet with safety pins.</p> <p>Children will now evaluate their mock up and complete joining techniques evaluation sheet</p> <p>Read the children 'Poo in the Zoo' by Steve Smallman (COE will read it to the children if you would like). We are going to create zoo puppets! Today we are going to create our designs. Let's see if Miss Larham can help up https://classroom.thenational.academy/lessons/to-create-a-final-design-idea-cgrkje?activity=video&step=1 Start video at 4m 23 seconds.</p> <p>Stop video at 8m 50 seconds. Recap the design criteria above. Now allow children to go to table and explore the 'generating ideas pack' one printed for each table. Give children time to explore different options and keep referring back to the design criteria.</p> <p>Ask children to make a final decision on their animal and say why. Note this on a post it note. Come back to carpet and re-start video. Stop at 12m 31 seconds (after 'actual feathers on there'. Show children a range of finishing techniques they could choose from such as:</p> <ul style="list-style-type: none"> - Pompoms - Feathers - Felt - Different fabrics - Google eyed - Buttons - Sequins - Fabric pens - Fabric paints <p>Display these where the children can see them all. This allows children to know what finishing techniques are available and helps them choose for their design.</p> <p>Now children need to go and create their own design: Ask children to create their design.</p> <ul style="list-style-type: none"> ● Use black pen for outline of template ● Use pencil to add details (remember the more detailed the more difficult it will be to make!) ● Add colour ● Label materials, joining technique and finishing techniques (decorations) 	<p>Yesterdays puppets Safety pins (2 or 3 per child)</p> <p>Joining techniques evaluation sheet</p> <p>Generating ideas pack</p> <p>Black felt pens (or whiteboard pens/markers) Pencils Coloured pencils/felt tips Rulers</p> <ul style="list-style-type: none"> - Pompoms - Feathers - Felt - Different fabrics - Google eyed - Buttons - Sequins - Fabric pens - Fabric paints 	<p>Design Criteria Mock up Template Communicate Sew Running stitch Finishing techniques Applique components</p>	

	<p>You could do one as a model on the board. Thinking aloud as you do so e.g. I am going to make a lion. Here is my outline. I will use yellow felt so I will label that (using a ruler!). I will use a stapler to join my puppet. I will make the mane out of red feathers and glue them on. I will also glue on googly eyes.</p> <p>Children go to tables and create their designs (on a4 paper rather than in books) and list the equipment they will need (this can be in books, leave space for the template to be stuck in later).</p> <p>Final activity: children create a 'mock up' out of papers (using staplers to join the front and back) to check that they can fit their hand inside the puppet. It would be beneficial to photocopy the children's final design twice for them to cut out and use for their mock up. This mock up can then be stuck in their books.</p>			
<p>I can use joining techniques and finishing techniques to create a puppet</p>	<p>This is a DT lesson. In DT we design and make to solve problems ADULT HELP REQUIRED FOR THIS ACTIVITY: Ask parent volunteers and use as many adults in school as possible. Ideally at least one or two adults per table. If needed use some time during the next lesson as well.</p> <p>Today children will make their products. Recap product, purpose, user.</p> <p>Recap: What is a joining techniques? A way of joining something together so it will not come apart. What are our 4 joining techniques? Sewing, gluing, pinning, stapling What is our stitch called? Running stitch what is a template? A shape we can draw around to cut out shapes what is a mock up? A practice model to try out ideas What is an anchor stitch? A stitch that anchors sewing so it won't come undone</p> <p>Children revisit their final design and have this available throughout. Recap the specification:</p> <div data-bbox="342 869 1413 1428" style="border: 1px solid #ccc; padding: 10px;">  <ul style="list-style-type: none"> ● It should fit on the user's hand ● It should have the appearance of a zoo animal ● It should be moveable and flexible </div> <p>Ensure photographs are taken of the front and back of the puppets for books</p>	<ul style="list-style-type: none"> - Pompoms - Feathers - Felt - Different fabrics - Google eyed - Buttons - Sequins - Fabric pens - Fabric paints - Paper - Scissors - Needle - Thread - Fabric - Felt - Safety pins - Fabric glue/PVA - staplers 	<p>Product Manufacture Make Create Joining techniques Finishing techniques</p>	<p>Children with poor motor skills may need additional support e.g. dual scissors, thicker needles</p>

<p>I can evaluate my work</p>	<p>This is a DT lesson. In DT we design and make to solve problems</p> <p>What is a joining techniques? A way of joining something together so it will not come apart.</p> <p>What are our 4 joining techniques? Sewing, gluing, pinning, stapling</p> <p>What is our stitch called? Running stitch</p> <p>what is a template? A shape we can draw around to cut out shapes</p> <p>what is a mock up? A practice model to try out ideas</p> <p>What is an anchor stitch? A stitch that anchors sewing so it won't come undone</p> <p>In this lesson children will complete making their puppet and then evaluate it. (If you made a puppet evaluate yours showing everyone you thinking aloud... I wouldn't use the same joining technique next time because the glue took too long to dry. I would use the dame finishing techniques because I used sequins and they look so pretty.</p>	<p>Evaluation sheet</p>	<p>Evaluate Improve Recognise Next time</p>	<p>Scribe for children who struggle with writing</p>
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1. Year Groups
Years
1/2

2. Aspect of D&T
Textiles

Focus
Templates
and joining techniques

4. What could children design, make and evaluate?

glove puppet finger puppet simple bag
clothes for teddy/soft toy/class doll
fabric placemat other – specify

5. Intended users

themselves friends younger children
parents grandparents teddy story character
class doll soft toy other – specify

6. Purpose of products

plays with puppets clothes for toys
carrying and storing items protecting surfaces
imaginary role-play other – specify

16. Possible resources

existing products linked to chosen project
variety of textiles e.g. dipryl, felt, reclaimed fabric
thread, pins, needles, magnet, staplers, staples, fabric glue
left/right handed scissors

17. Key vocabulary

names of existing products, joining and finishing techniques, tools, fabrics and components
template, pattern pieces, mark out, join, decorate, finish

3. Key learning in design and technology

Prior learning

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products.

Designing

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

Technical knowledge and understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

7. Links to topics and themes

Toys Festivals Stories Nursery Rhymes
Celebrations Homes other – specify

8. Possible contexts

entertainment leisure home school
recycling/reusing other – specify

9. Project title

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose)
To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.

10. Investigative and Evaluative Activities (IEAs)

- Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.
- Use questions to develop children's understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?*
- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

11. Related learning in other subjects

- **Spoken language** – ask relevant questions to build understanding and their vocabulary.
- **Art and design** – quick drawings or detailed observational drawings of one product to develop and share ideas.

12. Focused Tasks (FTs)

- Investigate fabrics to determine which is best for the purpose of the product they are creating.
- Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.
- Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.
- Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.
- Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

13. Related learning in other subjects

- **Science** – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made.
- **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Listen and respond to adults.
- **Art and design** – use colour, pattern, texture, and shape as appropriate.

18. Key competencies

- problem-solving teamwork negotiation
consumer awareness organisation motivation
persuasion leadership perseverance
other – specify

19. Health and safety

Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

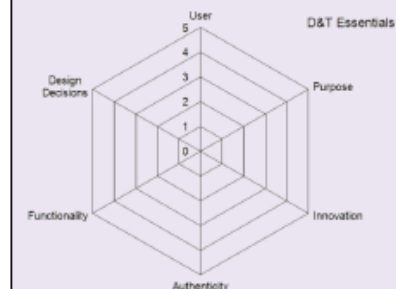
14. Design, Make and Evaluate Assignment (DMEA)

- Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products.
- Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?*
- Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through.
- Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs.
- Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

15. Related learning in other subjects

- **Science** – use knowledge of properties of everyday materials to select appropriate ones for their products.
- **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Explain and articulate their ideas orally.
- **Art and design** – use and develop drawing skills.
- **Mathematics** – measurement using non-standard and standard units.
- **Computing** – use technology purposefully to create and manipulate digital content.

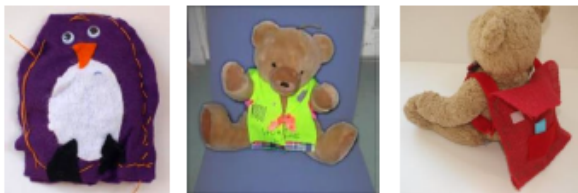
20. Overall potential of project



Years 1/2

Textiles Templates and joining

Instant CPD



Tips for teachers

- ✓ It is helpful if each child has a named plastic envelope, zip wallet or folder in which to keep their work safe.
- ✓ Give children the opportunity to join fabrics in a variety of ways through focused tasks and compare the outcomes.
- ✓ In order for children to thread their own needle start by using a needle with a large eye and a sharp point.
- ✓ Children's stitching skills may be in their infancy and fabrics need to be chosen with this in mind. Start with felt as it doesn't fray and progress to other fabrics.
- ✓ Fabrics used for children's products could be reclaimed.
- ✓ Children should be taught to place their templates and pattern pieces economically on the fabric.
- ✓ Children could be reminded of sustainability issues, and of the need to reduce, reuse and recycle.
- ✓ Demonstrate sewing techniques, joining two pieces of fabric e.g. running stitch.
- ✓ Demonstrate other ways of joining, not sewing, to the class e.g. sticking, stapling, lacing.
- ✓ Encourage the children to make a mock-up from dipryl (disposable cloth fabric).
- ✓ Put technical vocabulary onto flash cards.

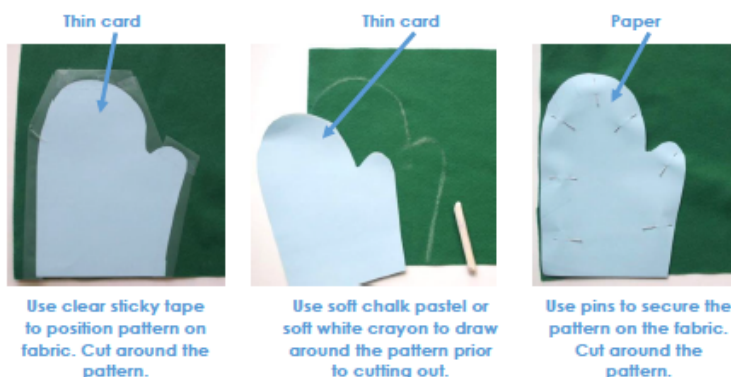
Useful resources at www.data.org.uk

- [Joining and Fastening Fabrics](#)
- [Designing with textiles \(7-11 years\)](#)

EYFS Resources

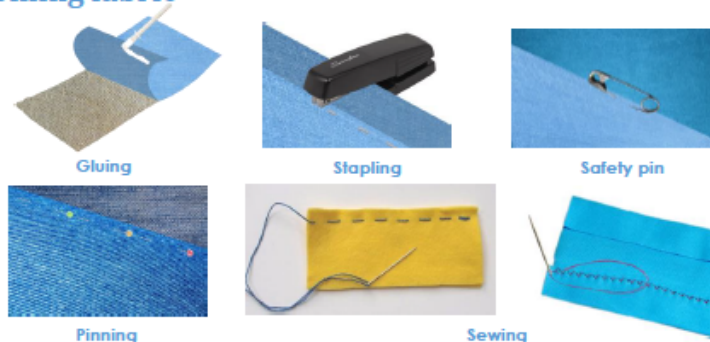
- [Three Bears Picnic Blanket](#)
- [Let's Look at Hats](#)

Three alternative ways of using templates and simple pattern pieces



Exploring and evaluating joining techniques

Joining fabric



Finishing techniques



Explore different techniques, including information and communication technology, for creating fabric designs and finishing techniques.

Designing, making and evaluating a puppet to perform a play

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process might be experienced by an individual pupil during this project:

THOUGHT	ACTION
What sort of puppet shall I make? Who is it for and what is it for?	Generating ideas through talking and drawing based on own experiences.
How can I make sure it fits my hand or finger?	Developing ideas using templates or pattern pieces to create mock-ups.
Which joining technique will work best for my puppet?	Exploring and evaluating joining techniques.
What media and materials will I use? How will I add the features?	Exploring and evaluating media and materials.
What shall I do first? What tools and techniques will I use? What fabrics shall I use?	Selecting from a range of tools, techniques and materials. Explaining choices.
More thoughts... judging, planning, generating new ideas.	More actions... making, testing, modifying.
Will the puppet meet the needs of the user and achieve its purpose?	Evaluating the puppet with the intended user and against original design criteria.

Glossary

- **Appliqué** – to attach a decorative fabric item onto another piece of fabric by gluing and/or sewing.
- **Design** – to generate, develop and communicate ideas for a product.
- **Embroider** – to decorate fabric with stitches.
- **Evaluate** – to judge how a product meets chosen criteria.
- **Fray** – to unravel or become worn at the edge.
- **Glove puppet** – a glove puppet fits over the hand, and the fingers operate its head and arms.
- **Mock-up** – a model which allows children to try out ideas using cheaper materials and temporary joints.
- **Seam** – a row of stitches joining two pieces of fabric.
- **Sew** – to join pieces of fabric with stitches.
- **Template** – a shape drawn to assist in cutting out shapes.

