

Advent 2
Design & Technology Y1: Textiles

Scripture Link:

National Curriculum Objective:

Design, make and evaluate a puppet (product) for myself (user) to help me re-tell the story (purpose)

[Link to topic on fairy tales](#)

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I know what makes a good design for a puppet and why.	I know how to join fabrics together using pins, staples or glue.	I know how to use a template to create a design for a puppet.
Recall and Retrieval	<ul style="list-style-type: none"> You put a puppet on your hand or finger. Puppets are made from materials. Using scissors to cut. 	<ul style="list-style-type: none"> What textiles are and can give some examples of them. What a puppet is and their purpose. That a design is a way of planning our idea before we start. 	<ul style="list-style-type: none"> That threading is putting one material through an object That 'joining technique' means connecting two pieces of material together. There are various temporary methods of joining fabric by using staples, glue or pins.
Sequence of substantive knowledge throughout the lesson	Design: <ul style="list-style-type: none"> I know what textiles are and can give some examples of them. I know what a puppet is and their purpose. I know that a design is a way of planning our idea before we start. I know that threading is putting one material through an object. I know how to use scissors to cut. 	Design: <ul style="list-style-type: none"> I know that 'joining technique' means connecting two pieces of material together. I know that there are various temporary methods of joining fabric by using staples, glue or pins. I know that different techniques for joining materials can be used for different purposes 	Design: <ul style="list-style-type: none"> I know that a template (or fabric pattern) is used to cut out the same shape multiple times. I know that drawing a design idea is useful to see how an idea will look.
Key Skills/disciplinary knowledge	Design: <ul style="list-style-type: none"> I can create simple success criteria. 	Design: <ul style="list-style-type: none"> I can remember that different techniques may be used to join fabrics for different purposes. I can join fabric by pinning, stapling or gluing. 	Design: <ul style="list-style-type: none"> I can sequence steps for construction. I can design a puppet using a template. I can use a template to cut out my puppet.

Key Vocabulary	Design, equipment, glue, hand puppet safety pin, technique	Design, equipment, glue, hand puppet, safety pin, technique	Decorate, design, fabric, inspiration, model, stencil, template
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding		Pupils needing extra support: <ul style="list-style-type: none"> • could need support with aligning fabrics; • could use the resource joining techniques reminder sheet to help recall the steps for each type of join. 	Pupils needing extra support: <ul style="list-style-type: none"> • could need support cutting and pinning corners; • could have someone to scribe the labels in their design; • could use a copy of the Resource: Step by step guide to show the processes involved.
Challenge		Pupils working at greater depth: <ul style="list-style-type: none"> • should be encouraged to consider which methods of joining fabrics might be suitable for different situations 	Pupils working at greater depth: <ul style="list-style-type: none"> • should be challenged to use more complex shapes and to ensure their cutting matches the template
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

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	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I know how to join their two puppets' faces together as one.	I know how to decorate a puppet to match my design.	I know how to evaluate my puppet against my design criteria.
Recall and Retrieval	<ul style="list-style-type: none"> That different techniques for joining materials can be used for different purposes. That a template (or fabric pattern) is used to cut out the same shape multiple times. 	<ul style="list-style-type: none"> That drawing a design idea is useful to see how an idea will look. What a running stitch looks like, how to use it and when it is used (quickest stitch to use) 	<ul style="list-style-type: none"> Reflecting on a finished product, explaining likes and dislikes. How to decorate my fabric with buttons, beads, sequins and ribbons using simple applique.
Sequence of substantive knowledge throughout the lesson	Make: I know what a running stitch looks like, how to use it and when it is used (quickest stitch to use)	Make: I know how to decorate my fabric with buttons, beads, sequins and ribbons using simple applique.	Evaluate: <ul style="list-style-type: none"> I know what I like about the item I made and why. I know how closely my finished product meets my design criteria.
Key Skills/disciplinary knowledge	Make: <ul style="list-style-type: none"> I can cut fabric neatly with scissors. I can join fabrics together. I can align two pieces of fabric. I can use a template. I can fit my hand into my puppet. 	Make: <ul style="list-style-type: none"> I can use joining methods to decorate my puppet. I can still put my hand into the puppet after it is decorated. 	Evaluate: <ul style="list-style-type: none"> I can reflect on a finished product, explaining likes and dislikes. I can evaluate my own and others' work.
Key Vocabulary	Equipment, fabric, glue, safety pin, technique	Decorate, design criteria, equipment, inspiration, Model, technique	Decorate, design criteria, equipment, inspiration, model, technique
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			

Scaffolding	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> • could need support with the more fiddly parts of joining the fabrics; • could have the Resource: Joining techniques reminder sheet nearby to remind them of the steps involved. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> • could require help identifying what to join to their puppet and securing these decorations. 	
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> • should ensure that their fabrics are joined well, with no gaps, and that the two pieces are aligned neatly. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> • should be pushed to explain what effect they are trying to achieve with each embellishment. 	
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			