

Y5	
Links made with other subjects	Maths – Geometry/measurement
The BIG Question	Can you make a drawstring bag?
The BIG Outcome	To make a drawstring bag using a stitch
DT objectives (link to NC)	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<ul style="list-style-type: none"> drawn around a template joined sheet materials using glue discussed ideas with others drawn products cut materials evaluated a product <p>This unit builds on:</p> <p>Year 1 – Textiles – kites</p>
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	<p>This unit gives prior knowledge to:</p> <p>Y3 – Textiles - bookmarks</p> <p>Y4 – Textiles – pencil case</p> <p>Y5 – Textiles – drawstring bag</p> <p>Y6 - Textiles – slippers</p>
DT strands	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

DT Scheme of Work

	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Vocabulary/ Glossary	<i>label, drawing, ideas, mock-up, choose, decide, evaluate, try out ideas, plan, template, fabric, cutting out, sewing, needle, running stitch, gluing, adding, character, puppet, seam, stitch, thread, strong, features, strengthen, symmetry, position</i>
Knowledge (see italics for knowledge to remember) Numbers used are the LO for the lesson.	<p>The knowledge that children will learn and remember:</p> <p><i>1. Investigate and analyse a range of existing products.</i></p> <ul style="list-style-type: none"> What is a puppet? What are they used for? Children to think, pair, share their ideas then go through the How many different types of puppets can you think of? Again, children to think, pair, share their ideas Go through the pictures of some different puppets. What kind of puppet is this? What do you think it is made from? Do you like this puppet? Discuss questions as a class. Tell children that today they will be exploring some different puppets and looking at their features. What questions do you think we need to ask when we are exploring different puppets? List children's ideas. How does it move? Who was it designed for? Who would play with it? What materials is it made from? <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <ul style="list-style-type: none"> Show children some different hand puppets. How do you think you could make a hand puppet? Children to think, pair, share their ideas. Go through the step-by-step photos for how to make a basic hand puppet, including making a template and adding features, such as ears. What kind of hand puppet do you think you would like to make and why? Children to discuss their ideas What could you add to your hand puppet? Explain to the children that today they will be designing their hand puppet. What do we need to think about when we are designing a product? Write a list of questions on the board based on the children's feedback, e.g. What materials and tools will I need? Who am I designing my product for? How will I join the different parts together? etc. <p><i>3. Use a range of tools and equipment to perform practical tasks accurately.</i></p> <p>In this lesson prior to the steps below, you may want to create a finger puppet: so children can see the effects of joining fabrics with glue.</p> <ul style="list-style-type: none"> Discuss how we are able to make puppets by gluing pieces of fabric together but is there another way we could join pieces of fabric together? Invite children to share their ideas. Tell children that today they are going to be learning some sewing skills so that they can sew their own puppets. Go through the explanations for how to do a running stitch and over stitch.

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	<ul style="list-style-type: none"> • Explain that sewing is a much more secure way to add features onto a puppet too. Go through the photos showing how to add buttons and other pieces of fabric to the main piece of material to add decoration. • Tell children that today they are just practising so it doesn't matter if they make mistakes but that we will be working with needles which are very sharp. How can we make sure we stay safe when we are sewing? Discuss ideas as a class, e.g. not moving around with a needle or scissors in your hand, being careful where you put your fingers, etc. • Children to practice threading a needle and running/overstitch on paper. <p>4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.</p> <ul style="list-style-type: none"> • Gather all of the equipment and materials that they will need. <p>Use simple finishing techniques suitable for the product they are creating.</p> <p>6. <i>Know and explain how to create a puppet</i> (children to think and talk through how their product is used and what holds it together.)</p> <ul style="list-style-type: none"> • Ask children to take out the designs for their puppets. Give children a few minutes to look through their plan to remind themselves of what they need to do. • Explain that today they will be following their designs to make their puppets. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas. • Show children some of the different steps they will be taking when they make their puppet. As a class, discuss which order these steps should be taken in. • Write notes for children's responses: What will you do if you have a problem while you are making your puppet? How can you make sure you stay safe while you are making your puppet? How can you make sure your puppet ends up looking like your design? <p>7. <i>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</i></p> <ul style="list-style-type: none"> • Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. • Ask children to get their puppets out and put them on their hands. Children to give their puppets a name and then introduce their puppets to their friends. Give children some time to walk around the classroom with their puppet meeting other puppets! • Tell children that today they will be evaluating their finished puppets. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. • Ask children to get into partners and discuss: What did you most enjoy about making your puppet? What did you find most difficult about making your puppet? What would you do differently if you were going to make your puppet again?
<p>SEND expectations Adult support where possible. Success to be determined by outcome.</p>	<p>The knowledge that children will learn and remember:</p> <p>1. <i>Investigate and analyse a range of existing products.</i></p> <ul style="list-style-type: none"> • What is a puppet? What are they used for? Children to think, pair, share their ideas then go through the • Go through the pictures of some different puppets. What kind of puppet is this? What do you think it is made from? Do you like this puppet? Discuss questions as a class.

DT Scheme of Work

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	<p><i>7. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</i></p> <ul style="list-style-type: none"> • Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. • Ask children to get their puppets out and put them on their hands. Children to give their puppets a name and then introduce their puppets to their friends. Give children some time to walk around the classroom with their puppet meeting other puppets! • Tell children that today they will be evaluating their finished puppets. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. • Ask children to get into partners and discuss: What did you most enjoy about making your puppet? What did you find most difficult about making your puppet? What would you do differently if you were going to make your puppet again?
Resources	<ul style="list-style-type: none"> • A collection of puppets. • Puppet Templates • Felt • Felt glue/fabric glue • Items for decoration - (e.g. buttons, sequins, ribbons, wool, etc.) • Puppet Template • Needles • Thread • Variety of other fabrics and objects for decoration