





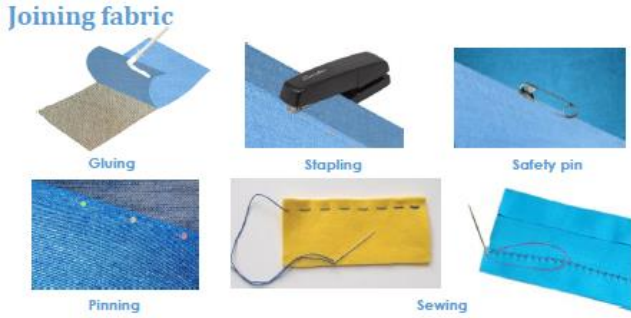





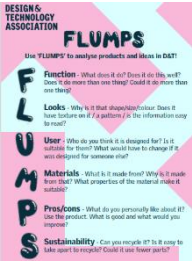


★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<ul style="list-style-type: none"><li>• Evaluate products against design criteria.</li><li>• Fabrics at home.</li><li>• Science – everyday materials.</li><li>• Using textile toys &amp; puppets.</li><li>• Year R &amp; Year 1 – joining materials.</li></ul>	<p>Where does cotton come from? How have puppets evolved over time.</p> 	<ul style="list-style-type: none"><li>• <b>Appliqué</b> – to attach a decorative fabric item onto another piece of fabric by gluing and/or sewing.</li><li>• <b>Design</b> – to generate, develop and communicate ideas for a product.</li><li>• <b>Embroider</b> – to decorate fabric with stitches.</li><li>• <b>Evaluate</b> – to judge how a product meets chosen criteria.</li><li>• <b>Fray</b> – to unravel or become worn at the edge.</li><li>• <b>Glove puppet</b> – a glove puppet fits over the hand, and the fingers operate its head and arms.</li><li>• <b>Mock-up</b> – a model which allows children to try out ideas using cheaper materials and temporary joints.</li><li>• <b>Seam</b> – a row of stitches joining two pieces of fabric.</li><li>• <b>Sew</b> – to join pieces of fabric with stitches.</li><li>• <b>Template</b> – a shape drawn to assist in cutting out shapes.</li></ul>

<p><b>Enquiry Question – Who was Jim Henson? What types of puppets are there?</b></p>	<p><b>Enquiry Question – What components make a puppet?</b></p>	<p><b>Enquiry Question – How can I best join fabrics?</b></p>
<p><b>Concept – Enquire</b> </p>	<p><b>Concept – Design</b> </p>	<p><b>Concept – Design</b> </p>
<p> Children will know that Jim Henson is a famous puppet maker who created/ invented the Muppets. He was born in 1955 in America.</p> <p><b>Practise</b> – Create a class biography of Jim Henson – looking at some of his work &amp; puppet design.</p> <p>Look at different types of puppets such as: hand puppet, sock puppet, marionettes, shadow, stick puppets, finger puppets.</p> <p><a href="#">Different Types Of Puppet   Different Kinds Of Puppet   Wiki (twinkl.co.uk)</a></p> <p><b>Apply</b> -</p>	<p> Children will know that cotton and fabric are soft and can be sewn together. They make good hand puppets. Cardboard and wood are opaque and solid which can make good shadow puppets.</p> <p>Practise - Revise different puppets and pose the question – <b>Why are these made from different materials?</b></p> <p><b>Apply</b> - Chn to record the properties of fabric and explain why it is the best material for a hand puppet.</p>	<p> Children will know that staples can join material but can be sharp and leave gaps. Glue can be used for joining but can be messy and not that strong. Pins may leave gaps and can be dangerous. Sewing is best for joining material as it is strong, soft and doesn't leave gaps.</p> <p><b>Practise</b> – Create a class list of joining techniques ( add some if needed).</p> <p><b>Apply</b> – in small groups chn to test out different joining technoques on fabrics.</p> <p><b>Deepen</b> – feed back the pros and cons to the class &amp; create a class list/choice of effective joining tehniques for fabrics.</p> <p><b>Joining fabric</b></p>  <p>The diagrams illustrate five methods of joining fabric: Gluing (two pieces of fabric being joined with a glue stick), Stapling (a stapler joining two pieces of fabric), Safety pin (a safety pin joining two pieces of fabric), Pinning (a needle and thread joining two pieces of fabric), and Sewing (a needle and thread creating a seam in a piece of fabric).</p>

<p><b>Enquiry Question – How can I make my designs the same?</b></p>	<p><b>Let's make!</b></p>	<p><b>Enquiry Question – Was mu puppet fit for purpose?</b></p>
<p><b>Concept – Design</b></p> 	<p><b>Concept – Make</b></p> 	<p><b>Concept – Evaluate</b></p> 
<p><b>sticky knowledge</b> Children will know that we use templates to create a design that will give us a consistent shape and size over and over again.</p>   <p><b>sticky knowledge</b> Children will design their finger puppet, labelling materials they will use and joining techniques, justifying their choices.</p> <p><b>Practice</b> – look at different templates &amp; decide as a class which template would be the best to use.</p> <p><b>Apply</b> – Chn will design their puppet using a simple design criteria – use of components etc.</p> <p><b>Deepen</b> – Chn will annotate their designs, justifying reasons for choice.</p> <p>Templates, joining techniques, materials etc.</p>	<p><b>sticky knowledge</b> Children will make their hand puppet, thinking about what is working well and what isn't as they go in order to aid their reflection and evaluation in the following lesson.</p> <p>Chn to annotate their designs as they work – take photos.</p>	<p><b>sticky knowledge</b> Children will make their hand puppet, thinking about what is working well and what isn't as they go in order to aid their reflection and evaluation in the following lesson.</p> <p><b>Practise</b> – Create a success criteria with the class to evaluate from.</p> <p><b>Apply</b> - Using FLUMPS &amp; success criteria – chn to evaluate thir product.</p> <p><b>Deepen</b> – Peer evaluation.</p>  <div data-bbox="1391 847 2096 1015" style="border: 1px solid black; background-color: #4a86e8; color: white; padding: 5px;"> <p><b>Enquiry Question – is your product fit for purpose?</b></p> <p><b>Concept – Evaluate</b></p> </div> <p><b>sticky knowledge</b> Children will evaluate their product against the design criteria and suggest improvements.</p> <p>Chn could share their product with year 1? OR with parents – talking through the design phase.</p> <p>Evaluate product, record however suitable.</p>

