

Year Group: 2		Unit: Textiles	
National Curriculum Aims The national curriculum for design and technology aims to ensure that all pupils: <ul style="list-style-type: none"> ➤ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ➤ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ➤ critique, evaluate and test their ideas and products and the work of others 		Technical knowledge <ul style="list-style-type: none"> ➤ Know what a running stitch is and use a needle to develop the 'under, over' stitch. ➤ Know how to thread a bodkin 	
		Product outcome Making an animal puppet.	
Prior Learning: Experience of paper weaving			
Curriculum		Learning Intention/possible activities	
Knowledge and Key Vocabulary			
Investigate and Evaluate <ul style="list-style-type: none"> ➤ explore and evaluate a range of existing products 		What is a puppet and what is it used for? Examine photographs of puppets including real life puppets and discuss why they are used.	
		What materials are puppets made from? Examine photographs of puppets including real life puppets and label different parts of a puppet.	
Design <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 		What materials and tools could we use to make a hand puppet? Research tools and materials used in various styles of puppets (marionette; finger; hand etc).	
		What animal will I base my puppet design on? Research different animals and label parts of a puppet that will be required for my design. Create a design onto a given sheet.	
		How can I make sure my puppet works? Examine the shape required to enable the puppet to move.	
		Knowledge: <ul style="list-style-type: none"> - Understand designers use a design-make-evaluate process for creating products. - Plan a design and follow the design to create a product. - Know what a running stitch is and use a needle to develop the 'under, over' stitch. - Know how to thread a needle 	
		Vocabulary: Sew, stitch, thread, needle, finger puppet, hand puppet, marionette, felt, glue, fabric, sequins, buttons, ribbon, rod puppet, sock puppet, running stitch, over stitch, glove puppet, decoration	

<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 according to their characteristics 	<p>Focused tasks</p> <p>How do I thread a bodkin? Learn how to thread a bodkin.</p> <p>What is running stitch? Learn how to complete a running stitch using boards with holes.</p> <p>Can I follow a design to make a puppet? Follow designs to create an animal puppet.</p> <p>How can we make sure we are working safely and sensibly when we are making our puppets? Use tools safely and understand why this is important.</p>	
<p>Evaluate</p> <ul style="list-style-type: none"> ➤ evaluate their ideas and products against design criteria 	<p>What was the most difficult part to make on the puppet? Evaluate a finished product, discussing the things that went well and the things that could be improved.</p>	

Thinking Deeper: Would making a finger puppet be easier to make than a hand puppet? Why/Why not?

Links to other subjects:

- Subject Specific links- English puppet shows and annotations and reflections.
- Personal Development – Mindful Moments, Health and Safety rules, keeping safe when using a selection of materials
- SMSC – social – working with others, offering and receiving feedback on designs and products
- Cultural Capital – Recognise a variety of textiles in different times and cultures. Identify methods used in the production of textiles. Consider and express opinions about the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts.
- Careers- seamstress, art as a career, commercial venture. where is sewing used? Fabric designers. What job roles require an element of textiles?
- British Values – Mutual Respect & Liberty (Freedom of expression)
- Equality – As new techniques are introduced, adaptations to be made to ensure access.