

National curriculum:

TECHNICAL KNOWLEDGE

Build structures, exploring how they can be made stronger, stiffer and more stable.

DESIGN

Design purposeful, functional, appealing products for themselves and others based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.

MAKE

Select from and use a range of tools and equipment to perform practical tasks e.g. 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.

EVALUATE

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria.

Vocabulary:

Glove, puppet, techniques, joining, design, make, investigate, research, evaluate, explore, stable, tools, cutting, existing products, thread, material, needle, glue, hole punch, wool

Previous links to learning.

Reception: Fine motor (threading, peg boards, pencil pressure, gross motor) Expressive Art and Design (joining)

Year 1: Greater use of vocabulary (stronger/stiffer, stitching) Design a purposeful and functional product

Snapshot overview

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Technical knowledge –
Research and investigate a range of materials, puppets and joining techniques.



Design
Design a glove puppet based on a design criteria.



Make
Make a glove puppet based on their design and the design criteria.







Evaluate
Evaluate their glove puppet.

DT Medium Term Planning
Year Group: 2

Term: Summer 2

Topic: DT

	Learning Objective	Input (including key questions and vocabulary)	Task including differentiation and scaffold	Key Learning
--	---------------------------	---	--	---------------------

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Technical Knowledge</p>	<p>I can describe the features of a product (puppet)</p>	<p>Introduce Puppets-</p> <p>Ask: What is a puppet? What are they used for? Children to think, pair, share their ideas.</p> <p>Show children a range of different craft makers who make and design puppets. Jim Henson (muppets) Gerry and Sylvia Anderson (Thunderbird string puppets), Sharri Lewis (glove puppets), Harry H Corbet (Sooty and sweep hand puppets)</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">(hand and string) (string)</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Glove puppets</p> <p>https://www.youtube.com/watch?v=CxbaaLfhn0 – watch how the muppets are made.</p> <p>Model showing a range of puppets and highlighting the material, the joining method and the design to suit the purpose (e.g. eyes and a nose to show it's a face, finger holes so the hands of the puppet can move). Create a list of materials and joining methods used (potential joining methods could be hole punch and wool, sewing, glue, tape). This is our design criteria to make an effective product. We will use this when it comes to making our own</p>	<p>Children to have a range of puppets on the table and to explore the material, the joining method and the design and features. Children to use the list already created as a class to check that these puppets match this. Children to be prepared to add to the list if they identify something different. Feedback as a class and add to design criteria</p> <p>Scaffold – support children identifying features of puppet</p>	<ul style="list-style-type: none"> • To discuss puppets and key features. • To understand that puppets can be used in a variety of ways. • All children to understand that puppets can move or be operated by someone.
--	--	---	--	---

		<p>10 minutes: Ask children to go and explore the puppets on their tables and check they have the same features we have discussed as a class – what joining materials can they find? Are they different for different puppets? What materials did they discover were used? Are the same materials generally used? Style – what features do all puppets have to make them look interesting?</p> <p>Feedback as a class and create/add to the class design criteria to show what all puppets have – e.g. hole at the bottom for hand/finger, space for fingers, features to make them look like something, to equal pieces joined together</p> <p>Plenary: Children need to decide from this: Which joins were the most effective? Which material is the best for an interesting puppet? What detail is added to make the puppet interesting? Share their thoughts with a partner and feedback</p>		
--	--	--	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Technical Knowledge – practical session</p>	<p>I can experiment with joining methods</p> <p>I can select the most effective joining method</p>	<p>Recap yesterday’s design criteria checklist – what do you think makes an effective puppet and why? What did we notice yesterday?</p> <p>Discuss that all puppets have two shapes that are exactly the same that are joined together through a joining method.</p> <p>Model this with two pieces of fabric that are the same shape and hold them together to show what a puppet would look like.</p> <p>Recap the joining methods seen yesterday – hole punch and wool, sewing, glue and tape. Briefly show how these can be made</p> <p>Set up 4 tables each with a joining job so that children can have a go and explore. 1 adult to be based on sewing whilst overseeing the glue. 1 adult sat on the hole punch overseeing the tape. Each table to have a premade picture of the finished product on the table and a set of picture instructions in case the children struggle alone when having a go.</p> <p>Children to work round the tables in a carousel having a go at each of the joining methods. Encourage them to consider which is the bear and why.</p> <p>Plenary: Once all children have had an opportunity to explore, bring them back to the carpet and model each</p>	<p>Chn to become DT detectives....Chn to have an opportunity to explore each type of joining method. Chn to have a go and try them out on a carousel of joining. Each table to have a joining focus.</p> <p>Chn watch the methods and feedback on how they found it and what they did – what did they find easy/difficult</p>	<ul style="list-style-type: none"> • To know 3 different joining techniques • To know how to make a simple puppet with material and a chosen joining technique • To know that my join will keep my puppet together.
--	--	--	---	--

		method – each time model it and then display it on the working wall as a method, repeat for each method and display.	Challenge: explain why the other methods were not as effective	
--	--	--	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design</p>	<p>I can design an effective, purposeful product (glove puppet)</p>	<p>Recap previous learning - what do all glove puppets have? What makes them effective? How do we join the material effectively? What have you decided is the most effective way to join a glove puppet? Refer back to design criteria</p> <p>Discuss that year R need animal glove puppets to retell a rumble in the jungle. Share the book. What will their glove puppet need?</p> <p>Criteria: Write a list of ideas (e.g. it will need a face, eyes, nose, be colourful, look exciting) to ensure the product is fit for purpose and audience.</p> <p>Discuss What detail could be added to make the character interesting (e.g felt, ribbons, buttons, sequins etc.) What features are needed (e.g. ears, eyes, mouth, arms). Refer back to the puppets you looked at on session 1 – discuss the simplicity – number of fingers, detail on it, joining. – cross reference these with the design criteria and combine to make one comprehensive design criteria for a year R puppet.</p> <p>Model looking at the puppets, the design criteria and yesterday's joining and drawing a simple puppet design. Model labelling it with joining technique,</p>	<p>In workbooks, children draw and label a glove puppet design with the features and materials they will use.</p> <p>Challenge: explain why this is the best design – why is it fit for purpose and why will it be effective</p>	<ul style="list-style-type: none"> • To use design criteria to design their own product. • To design a purposeful and effective glove puppet. • To understand that their design will be there plan for their product.
---	---	--	--	--

		<p>materials and detail features (e.g. sequins for eyes). Encourage children to choose based on their existing knowledge. Encourage children to explain why they have made those choices</p> <p>Plenary: what do we have to do first to start making the puppet? Write a list to show the order this will have to be done as a class (e.g. make a template for the size of the puppet, measure material using this template and cut material first, join the material before adding detail)</p>		
--	--	---	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Make</p>	<p>I can make an effective, purposeful product (glove puppet)</p>	<p>Recap previous learning and refer back to previous checklists and design criteria</p> <p>Model using this information to begin making the final product – create template (by drawing round their hands with a large margin to ensure they can fit their hands into the puppet), use this to cut out the material – 2 sets. Then join the material using the chosen method. Model talking through the process verbally e.g. I’m taking my time and making sure I do it neatly, I’m looking back at our order list to check I do everything in the right order etc.</p> <p>Questioning to consider throughout -</p> <p>What materials are they going to use? Why? What does their plan say?</p> <p>Encourage children discuss their work and each others’ as they work.</p> <p>What did you find difficult? Were there any problems?</p> <p>What do you like about...(another child’s) Work? Why?</p> <p>Could you change it? How could you make it better?</p> <p>Could you add anything to your design? Does it meet the design criteria? What textiles and decoration have you used? Have you changed anything from your design?</p> <p>Plenary: Puppet walk round – leave puppets on table and all children walk round and look at eachother’s</p>	<p>Children to follow their design to create their puppet. Children to create their own templates (Place the template over the material and cut around it twice in the same direction. Then add the necessary features to their puppets and then join together by their chosen method</p> <p>Support children struggling with fine motor – joining and adding detail e.g. sequins</p> <p>Extension – what makes your puppet fit for purpose?</p>	<ul style="list-style-type: none"> • To know how to make a simple puppet with material and a chosen joining technique • To know that my join will keep my puppet together. • To discuss my product and evaluate with a set of criteria.
---	---	---	--	--

		puppets. Feedback – what puppets were effective and why? Which ones do you think year R will be most excited to use and why?		
--	--	--	--	--

This plan will take approximately a week in different sessions.

Impact:

To know 3 different joining techniques

To know how to make a simple puppet with material and a chosen joining technique

To use design criteria to design their own product

To make a purposeful and effective glove puppet