

# Design Technology

## Textiles Year 1

| National curriculum   | Vocabulary   |
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| <p><b>Design</b><br/>To design purposeful, functional, appealing products for themselves and other users based on design criteria.<br/>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make</b><br/>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] .<br/>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate</b><br/>To evaluate their ideas and products against design criteria<br/>To explore and evaluate a range of existing products</p> | <p>backwards      lever<br/>cut                movement<br/>direction        pivot<br/>evaluate         pull<br/>forward         push<br/>handle            slider</p> |

| Investigate<br>Technical knowledge | Design | Make | Evaluate |
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### Year 1 - DT Skills

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| -Draw on their own experience to help generate ideas<br>-Use knowledge of existing products to help come up with ideas | -Suggest ideas and explain what they are going to do<br>-Model their ideas using a range of materials. | -Assemble, join and combine materials and components together.<br>-Use simple running stitch. | -Evaluate their product by discussing how well it works in relation to the purpose<br>-Evaluate their products as they are developed, identifying strengths and possible changes they might make<br>-Evaluate their product by asking questions about what they have made and how they have gone about it |
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|  |  |  | <p>What have you made?</p> <p>How does it work?</p> <p>How did you make it?</p> |
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| Learning Objective  | Lesson outline  |
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| <p><b>Lesson 1 – Investigate</b></p> <p><b>LO:</b> To know how puppets are made and from what kind of materials.</p> <p><b>DT Skills:</b> Draw on their own experience to help generate ideas</p> <p>Use knowledge of existing products to help come up with ideas.</p> | <p>Children investigate several types of puppets (hand, finger, shadow, rod, sock, marionette)<br/>Children look at how they are made (materials, style, theme, design)<br/>Children look at how they move (string, bending, pulling)</p> <p>Children sort the puppets into various categories – how many ways can we sort them (by movement, by style etc).</p> <p>Children discuss puppets that they have or have played with at school and identify them – recap toys topic.</p> |

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| <p><b>Lesson 2 – Investigate/ Practical</b></p> <p><b>LO:</b> To understand how to sew a simple running stitch.</p> <p><b>DT Skills:</b> Assemble, join and combine materials and components together.</p> <p>-Use simple running stitch.</p>                    | <p>Explain to children that their DT project is making a hand puppet for a puppet performance. Children think about how we are going to make it and what we would need.</p> <p>Children will need to learn how to sew. Children are shown a simple running stitch by an adult. Children copy the movement over under / over in the air as the teacher does the stitch.</p> <p>Children practice running stitch onto hole punched paper with large gaps. Adults identify who has mastered the running stitch and for them to move onto material / binka.</p> <p>LA: support with stitching<br/>GD: back stitch</p>  |
| <p><b>Lesson 3 – Design</b></p> <p><b>LO:</b> To use materials to design a puppet.</p> <p><b>DT Skills:</b> Suggest ideas and explain what they are going to do.</p> <p>-Model their ideas using a range of materials.</p>                                       | <p>Explain they are going to design their own monster hand puppet for their puppet show. Teacher demonstration: how to use the felt pieces, goggle eyes, string, wool etc. to create design. Children discuss with partners what type of monster they could make – share clipart pictures of monsters to generate ideas and discussion.</p> <p>Make it clear to the children that it is a monster so the eyes, nose etc. do not have to be in the ‘normal’ place.</p> <p>Children draw around their puppet template and felt designs deciding where they want the felt designs to go.</p> <p>Children explain why they have designed their monster this way (e.g., my monster has eyes everywhere so he can see behind him).</p> |
| <p><b>Lesson 4- Make</b></p> <p><b>LO:</b> To use simple running stitch to join materials together.</p> <p><b>DT Skills:</b> Assemble, join and combine materials and components together.</p> <p>-Use simple running stitch</p>                                 | <p>Recap running stitch – quick activity on hole punched paper or binka / material</p> <p>Adult model joining the two pieces of material together. Children practice joining scrap bits of material together Children to then begin joining their puppet together</p> <p>Children use running stitch to make their puppet.<br/>LA: support with stitching, larger needle<br/>GD: back stitch</p> <p>*The puppet must include running stitches, be able to move adequately and be correctly joined together.</p>  |
| <p><b>Lesson 5- Make</b></p> <p><b>LO:</b> To make puppet by assembling, joining and combining materials.</p> <p><b>DT Skills:</b> Assemble, join and combine materials and components together.</p> <p>-Suggest ideas and explain what they are going to do</p> | <p>Children familiarize themselves with their puppet designs in their books and collect the materials they will need to add on to their puppet</p> <p>Discuss ways for joining the materials onto the fabric – could we use glue? Cellotape? Sew?<br/>Model laying out design before joining.</p> <p>Children use a range of materials to assemble and join to decorate puppets in the style of their design.</p>  |
| <p><b>Evaluate</b></p> <p><b>LO:</b> To evaluate how well their puppet is made.</p> <p><b>DT Skills:</b> Evaluate their product by discussing how well it works in relation to the purpose</p>   | <p>Children evaluate puppet against sequencing - thinking about what worked well and what they could do better next time. The focus of the evaluation is joining (have we correctly joined our material together to make a puppet?). Children to consider whether they can use their puppet effectively (think about these questions – are there holes, can your hand fit in it properly?)</p>   |

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| Working towards | <b>End of unit assessment</b><br>Working at Age related expectations | Working at a greater depth |
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