

Project Title: Design, make and evaluate a moving picture for their class as part of a shared storybook.

Length of unit – 3 sessions (2 PM sessions and 1 Deep Learning Day)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	• Early experiences of working with paper and card to make simple flaps and hinges. • Know how to use simple cutting, shaping and joining equipment (scissors, glue, paper fasteners and masking tape)	• Slider • Slot • bridge/guide • pull • push • up • down • straight • forwards • backwards	<i>Using books (Axel Scheffer’s push, pull and slide) to explore sliders. Discuss who they would be suitable for and what they add to the product. Show children prepared examples of simple sliders (car moving across a road/rabbit coming out of a magician’s hat) ask children to explain how the sliders work.</i>
Learning in this unit	To know that Technical Knowledge • A range of existing books and everyday products use simple sliders. To know how to Technical Knowledge • Make, explore and use sliders. <u>Designing</u> • Generate initial ideas and simple designs through talking and using own experiences. • Develop and communicate ideas through drawings and templates • Plan by suggesting what to do next. <u>Making</u> • Select and use tools, skills and techniques, explaining their choices • Select from and use a range of materials and components according to their characteristics. • Use finishing techniques to add to the aesthetic of product. <u>Evaluating</u> • Evaluate their ideas and their products against original criteria.		<i>Make a model of a slider using paper. Talk about why using card is better because it’s stronger and stiffer and will be used in the final product.</i> <i>Discuss why we need a slot to support the slider or lever and show what happens when we don’t have one.</i> <i>Give children strips of card, printed images and pre-cut slots on a range of backgrounds to make their own sliders.</i>
Resources	• books and everyday products with slider mechanisms • slider teaching aids • card strips, card, stick glue, PVA glue, colouring pencils, crayons and felt-tip pens. • left/right handed scissors, cutting mats, craft knives (TEACHERS ONLY)		<i>Read through the story of The Gingerbread Man with the children. Look at the pictures and discuss how we could add a slider to each page. Generate ideas through discussion and ask children to explain what they could make.</i> <i>Create designs that suit the intended user and purpose by using drawings.</i>
Learning Endpoints	• Children make their sliders by drawing onto card and cutting it out. They should finish their slider by colouring, using either pencils, crayons or felt tips. They should use glue to glue their slider onto a piece of card. Tell an adult where to cut the slot on a pre-printed background and help the adult to assemble. <i>Read through the children’s created storybook together. Evaluate their product by discussing how well it works and whether it is appealing. Discuss the impact that the slider has on the final product. Ask children to say what looks good/works well and why.</i>		

Project Title: Design, make and evaluate an item of furniture for a teddy bear to use in imaginary play.

Length of unit – 5 sessions (2 PM sessions and 1 Deep Learning Day)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	• Experience of using construction kits to build walls, towers and frameworks. • Know how to use basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Know different methods of joining card and paper.	• Structure • Framework • Weak • Strong • Base • Top • Underneath • Side • Surface	<i>Show a range of pictures of different types of freestanding structures, linked to furniture: chair, table, bed. Link this to the story of Goldilocks. Explore these structures in school if possible – looking at different tables/chairs in school. Talk about Warrington IKEA and the furniture found in there – how it is made of different parts put together to create a freestanding structure. Show children how to join junk modelling materials together using different tapes (masking & sellotape) and glues (stick and PVA). Show children that the base needs to be wider/heavier to add more stability. Show children how to make freestanding structures can be made stronger, stiffer and more stable – fold the card, reinforce with cardboard or lolly pop sticks.</i> <i>Tell children that they are going to use junk modelling to design a piece of furniture for Baby Bear. Discuss how to join the parts together (link to how Goldilocks broke the chair). Children to say what junk modelling they need for their furniture and either write/adult scribe this (I need 4 kitchen roll tubes for the legs, I need a box, etc). Children label a picture of a table, chair or bed to create a design.</i> <i>Children make their furniture by joining pieces of junk modelling together using glue or tape. Decorate with paint. Check stability by putting a teddy bear on the structure. Ask children to say what looks good/works well and why.</i>
Learning in this unit	To know that Technical Knowledge • There are a range of existing freestanding structures in the school and local environment. To know how to Technical Knowledge • Make freestanding structures stronger, stiffer and more stable. <u>Designing</u> • Generate initial ideas and simple designs through talking and using own experiences. • Develop and communicate ideas through drawings and templates • Plan by suggesting what to do next. <u>Making</u> • Select and use tools, skills and techniques, explaining their choices • Select from and use a range of materials and components according to their characteristics. • Use finishing techniques to add to the aesthetic of product. <u>Evaluating</u> • Evaluate their ideas and their products against original criteria.		
Resources	• photographs of various structures • construction kits that can be used to construct freestanding structures e.g. walls, towers, frameworks • paper, card, paper and plastic straws, pipe cleaners • reclaimed materials including small containers and card boxes • string, masking tape • PVA glue, left/right handed scissors, hole punch, stapler • finishing media and materials		
Learning Endpoints	• Know different items of furniture found in the story of Goldilocks and the Three Bears. • Warrington IKEA sells furniture that are made from different pieces that are put together. • Design a structure and can explain the user (teddy bear) and purpose (Imaginary play). • Draw an annotated sketch of their free-standing structure and can label it with materials (junk modelling). • Select from PVA glue, glue sticks and scissors to cut and join materials (card and cardboard). • How to strengthen a structure using stronger materials, like card instead of paper, folding, making a wider, heavier base. • State if their structure looks good/works well and why.		

Project Title: Design, make and evaluate a glove puppet for themselves to use in a puppet show.

Length of unit – 5 sessions (2 PM sessions and 1 Deep Learning Day)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Explored and used different fabrics. - Know how to cut and joined fabrics with simple techniques. - Know that the user and purpose of products influences their success.	- Template - Pattern pieces - Join - Stitch - Needle - Thread - Running stitch	Look at templates for different objects - match the templates with the items. Explain why templates are used. Provide a range of items that use a range of different joining techniques (books that are glued, clothes that are stitched, paper that is stapled etc). Discuss the different joining techniques and why each one is suitable to each product. Test using different joining techniques on different materials (glue/staple clothes together, stitch paper together etc). Introduce Jim Henson, the inventor of the muppets. Discuss his impact on modern life. Practice joining two pieces of fabric together using PVA glue, stapling, safety pin, tape and sewing. Discuss which is the best way of joining and why (aesthetic and practicality). Show children how to join two pieces of fabric together using a running stitch – teacher to draw dots on the fabric as a stitch guide.
Learning in this unit	To know that <u>Technical Knowledge</u> - Simple 3-D textile products are made by using a template to create two identical shapes. To know how to <u>Technical Knowledge</u> - Explore and evaluate a range of glove and finger puppets. - Join fabrics using different techniques e.g., running stitch, glue, stapling. <u>Designing</u> - Generate initial ideas and simple designs through talking and using own experiences. - Develop and communicate ideas through drawings and templates - Plan by suggesting what to do next. <u>Making</u> - Select and use tools, skills and techniques, explaining their choices - Select from and use a range of materials and components according to their characteristics. - Use finishing techniques to add to the aesthetic of product. <u>Evaluating</u> - Evaluate their ideas and their products against original criteria.		Look at some different glove and finger puppets. Discuss which characters or animals they show and how we know (colour, design, etc). Look at how these puppets have been made by joining two identical pieces of fabric together (unpick if possible) and then design added. Introduce Jim Henson, the inventor of the muppets and the impact he has had. Explain that children will make a glove puppet of a toy to retell the story of Toys in Space. Children decide which animal toy they could make to send to space. Discuss how they are going to join two pieces of felt together (encourage children to choose running stitch but let them have a free choice). Children create a design of their character. Children to draw around a template twice on a piece of felt. Children cut out the felt and join together in their chosen way. Children to add design by cutting out pieces of felt and gluing using PVA glue, and add finishing materials such as buttons, bows, sequins etc. Children to take part in a puppet show to show their character. Ask children to say what looks good/works well and why.
Resources	- existing products linked to chosen project - variety of textiles e.g. dipryl, felt, reclaimed fabric - thread, pins, needles, staplers, staples, fabric glue - left/right handed scissors - items for finishing e.g. buttons, wool, fabric paints, sequins		
Learning Endpoints	- Design a product which uses templates and joining techniques and explain the user (themselves) and purpose (pupper show). - Draw a sketch of their puppet and label it with materials and key parts (joining techniques, gap for hand to go) - How to use a running stitch to join two pieces of fabric together. - Select from PVA glue, glue sticks, staples, pins, running stitch and scissors to cut and join materials (fabric) - Know a variety of real-life items that use a variety of joining techniques such as books, clothes etc and can explain why the joining technique is effective. - Jim Henson invented the muppets. - State if their structure looks good/works well and why.		