



Design Technology- MTP Textiles Unit- Spring Term

Learning Ladders Covered:

Y1T-D1 I can use a template to create a design for a puppet.

Y1T-M1 I can cut fabric neatly with scissors.

Y1T-M2 I can use joining methods to decorate a product.

Y1T-M3 I can follow a sequence of steps for construction.

Y1T-E1 I can reflect on my finished product, explaining my likes and dislikes.

1	LI: I can join fabrics together using different methods. Lesson Delivery: Tell the story of Little Red Riding Hood, either using a book or the link: on VideoLink. Get the children to discuss the following: Who are the main characters in the story? (List them on the board) What do the children know about the appearance of the main characters? (Add to the list) List the main characters and what the children know about their appearance and keep this list so you can refer to it in the next lesson Explain that over the next few lessons, the children will make a hand puppet of one of the characters and will then use the puppets in a retelling of the story. Share and discuss examples of gloves, mittens and hand puppets with the children (or you could ask them to bring their own before the lesson). Technical knowledge (10 minutes) There are several ways of joining fabric together without sewing. Joining techniques are the different methods used to connect two pieces of material together. Explain that the children will look at three different joining techniques: Pinning Stapling Glueing Either demonstrate these methods to the class (see the Teacher video: Joining fabrics) or play the children the Pupil video: Joining fabrics. Ensure the children understand how to use each joining technique safely and sensibly:	Resources Have ready • A story book of Little Red Riding Hood (optional) • Link: 'Little Red Riding Hood- Giggglebox' on VideoLink (unless using a story book) • Glove, mitten and hand puppet examples • Fabric scraps – six pieces per pupil in total, divided across the three tables set up for each joining technique • Safety pins • Staplers and staples • Fabric glue (or PVA as an alternative – PVA will work on some fabrics like felt) • Activity: Joining techniques reminder sheet (see Print and Classroom resources) • Three tables set up for each of the fabric joining techniques (see the Main event): • Scraps of fabric – two per pupil • Safety pins • Scraps of fabric – two per pupil • Staplers and staples • Scraps of fabric – two per pupil • Fabric glue (or PVA as an alternative –	Key Vocabulary Design Equipment Glue Inspiration Method Safety pin Technique Template
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	Safety pins have sharp points, watch where you place your fingers when opening and closing them or poking them through the material. Keep hands out of the way of the lever when pressing on the stapler to avoid pinching your fingers, and keep the base of the stapler flat on the table. Use glue spreaders and pots to limit the amount of glue the children have access to, and increase their ability to control where the glue is placed. Use questioning throughout these demonstrations to get the children to repeat the method for each one back to you. Pinning 1. Show that the pieces of fabric line up perfectly. 2. Explain that safety pins should point in one direction. 3. Show how the point of the safety pin starts from under the fabric, goes up through it, then back down and under – this ensures that the safety pin is flat and that most of the safety pin stays at the back of the fabric. Note: As you pin, the fabric will try to move off, so put a safety pin at each corner of the fabric to secure and then put in the rest of the safety pins in the gaps between each of the corners. Stapling 1. Show that the pieces of fabric line up perfectly. 2. Staple each corner of the fabric to secure it and stop it slipping. Watch out for any movement. 3. Staple in the gaps, keeping the staples parallel to the edge (long ways). Note: Keep staples the same way up to keep it neat. Glueing 1. Show that pieces of fabric line up perfectly. 2. Remove one piece of fabric like a sandwich and then, using a brush or glue spreader, put a line of glue around the outside edge, within the marked area on the template. There should be enough glue to stick but not so much that it spills over the edges. 3. Depending on the glue, repeat on the other pieces and then reassemble the sandwich. (With some glues you will need to put glue on both sides to be stuck together, whereas	PVA will work on some fabrics like felt) Print • Activity: Joining techniques reminder sheet (see Classroom resources) – one copy on each of the three tables at which the children will practise a technique	
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	other glues will only need glue on one side: check the instructions on the glue.) 4. Put a weight (for example, a book) on top of the two pieces of fabric that you have glued together to hold them down, or use pegs to secure the glued edges together while the glue dries. Note: It is much easier to add more glue than to remove it. Make (30 minutes) Each of the children will have a go at joining two pieces of fabric using each of the three joining techniques. Put the children into three groups and set up three tables, one for the pinning technique, one for the stapling technique and one for the gluing technique (see Have ready) The groups will move round each table so that each group will complete each of the three activities. While you circulate, look out for the following key things: Safety pin table: help open/close pins for those who are struggling. Staple table: make sure they are sharing and helping each other. Glue table: make sure they are not using too much glue and are just putting the glue on the edges of the fabric to be joined. Key questions What do you need to think about when pinning? What do you need to think about when stapling? What do you need to think about when gluing?		
2	LI: I can use a template to create my design. Lesson Delivery: Explain to the children that they are going to make their puppets. As these puppets will cover their hands, they will make the basic puppet shape by joining two pieces of the same shaped fabric to create a mitt. Then they can decorate the joined pieces of fabric to look like their characters. Encourage the children to start thinking about what their character looks like by asking them: What do the main characters in the story look like? What colour should we use for the material? What colour hair will they have?	Resources Have ready Presentation: Agree or disagree. The list of main characters and their appearance (see Lesson 1: Joining fabrics). Safety pins (three each, see Main event). Coloured pencils (a selection per table). Felt or other fabric – if you do not have fabric scissors, felt will be easier to cut than other fabrics (enough for two A5	Key Vocabulary decorate design fabric inspiration model stencil template

	What kind of eyes, nose, eyebrows, etc? Explain to the children that they may use several different joining techniques. Plan Hand out to each child a puppet design sheet of their choice from the Activity: Puppet design sheet. Ask them to start creating their character, referring to the list of characteristics (see Lesson 1: Joining fabrics). Designs should be in colour and labelled with the material and include the joining technique the children wish to use to connect their pieces of fabric. Hand out the appropriate puppet template to each child, using either the Resource: Puppet template (for A5 templates) or an extra copy of the Activity: Puppet design sheet (for A4 templates). Introduce the word 'template' and explain it is a stencil to help draw the same shape on different materials. Explain that the template will help them cut out two identical shapes to create the puppet. Play the Pupil video: Designing my puppet (which could be played on a continuous loop while the children work) or model the steps in the video. If regular scissors are being used and not fabric ones, point out the lower parts of the scissor blades, which are most effective at cutting fabric. Make The children will: Cut out their template. Pin the template to their chosen fabric. Cut the fabric around the template. Allow the children to cut with fabric scissors if possible, as this is great for their fine motor skills.	templates each – see Main event). Scissors (to cut paper – one each). Fabric scissors (if available – one each, see Main event). Print in advance Activity: Puppet design sheet (includes two designs - one sheet per child). Resource: Puppet template (includes two designs - one per child). Resource: Step-by-step guide (optional - see Adaptive teaching).	
3	LI: I can join two fabrics together accurately. Lesson Delivery: Explain to the children that they will need to join their fabric pieces to fit together perfectly like a sandwich. Show them how to separate the paper template from the fabric (remove and collect in the pins) and place the two pieces on top of each other to match up perfectly. Now, they can join them together. Play the Pupil video: Making and joining my puppet. Consider leaving the video to play on a continuous loop so that the children can refer to it throughout the lesson or model the technique yourself.	Resources Have ready Presentation: Gimme five! Safety pins (enough for the children choosing this technique – see Teacher knowledge). Staplers and staples (enough for one between two children choosing this technique – see Teacher knowledge). Fabric glue or PVA (PVA will work on	Key vocabulary equipment fabric glue safety pin technique

	Ensure the children understand how to staple, pin or glue close to the edge to allow enough space for a hand but not too close to spoil the edges. For the children using the glueing technique, give additional instructions before they start: The children should use chalk or a pen to mark where they should put the glue on the fabric. If they spread the glue too widely around the edges of the material, there will not be enough room for them to put their hand inside the puppet. The children should use pegs or clips to secure the fabric while the puppet dries. Make The children will join their fabric using their preferred technique (pinning, stapling, or glueing). If children finish early, they can help their peers or add to their designs using the design sheet from the previous lesson. They can add further details, explain how they will join it to their puppet and label any additions (type of material, size and other equipment needed, for example, scissors, glue, glitter). As the children work, discuss and describe how the fabric feels (soft). Include any material properties relevant to their designs, such as 'flexible' so their hand can move with the fabric inside the puppet.	some fabrics like felt). Glue pots and spreaders (enough for one between two children choosing this technique – see Teacher knowledge). Chalk or pens to mark the fabric (optional – see Teacher knowledge). Pegs, clips or weights (enough for each child choosing the glueing technique – see Teacher knowledge). Three tables – one for each fabric joining technique (see Teacher knowledge). The children's puppet design sheets (see Lesson 2: Designing my puppet). Print in advance Resource: Joining techniques reminder sheet (one for each activity table - see Teacher knowledge)	
4	LI: I can embellish my design using joining methods. Lesson Delivery: Recap the original story the puppets are based on, asking the children to pay particular attention to any mention of the character's description. If you used the link: 'Little Red Riding Hood- Giggglebox' on VideoLink, then play it again. Invite the children to review their designs by asking them the questions below. Does your puppet design look like the character in the story? Do you need to make any changes to your design? Show the children the decorative materials and resources available and allow them time to review their design and change anything if necessary. Plan	Resources Have ready Presentation: Brain dump. Your demonstration model puppet (optional – see Main event). Things for the children to decorate their puppets or requested items (see Lesson 3: Making and joining my puppet), such as wool for hair, buttons for eyes, bits of fabric for noses and mouths, ribbons for clothes, etc. (a selection for the children to choose from, see Main event). Safety pins (enough for the children	Key Vocabulary decorate design criteria equipment inspiration model technique

	Ask the children to consider what materials they will use for each part of their design (wool, fabric, buttons, pins, etc.) and how they will join each item (glue, pin or staple) to their puppets. Model Play the Pupil video: Making and joining my puppet. Consider leaving it on a continuous loop so the children can refer to it while decorating their puppets. Alternatively, using your demonstration puppet, model how to attach different embellishments by demonstrating how to mark first where items should go as a guide. Make Ask the children to decorate their puppets by joining items to the main puppet shape. Most children will prefer glue as it is the simplest method. However, children working at greater depth could staple some decorations by sliding the bottom of the stapler into the puppet so the staples only go through one side or use a similar technique to pin decorations in place. By giving the children a choice, the ceiling is removed from the task and allows misconceptions to be addressed (e.g. the children stapling through both sides of their puppet, preventing them from getting their hands inside). Share creative ideas and good examples with the rest of the class.	choosing this technique, see Teacher knowledge). Staplers and staples (one between two choosing this technique, see Teacher knowledge). Fabric glue or PVA (PVA will work on some fabrics like felt). Glue pots and spreaders (one between two choosing this technique – see Teacher knowledge). Chalk, pencil or pen (one for each child choosing the glueing technique – see Teacher knowledge). Three tables – one for each fabric joining technique (see Teacher knowledge). Link: Assessment – Design and technology Y1: Puppets (optional – see Wrapping up). Print in advance Resource: Joining techniques reminder sheet (one per table).	
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