

Learning objective	Success criteria
To use a blanket stitch to assemble the components of a stuffed toy.	- I can use a blanket stitch to join two pieces of fabric. - I can stuff my toy carefully, repairing any holes or gaps. - I can evaluate my stuffed toy.
Before the lesson	
Watch Teacher video: Stuffed toy assembly Pupil Video: Stuffed toy assembly Have ready <i>Presentation: Speak like an expert.</i> - Pins (approximately five per child). - Stuffing – traditional stuffing, cotton wool, scrunched-up paper or newspaper (enough for each child). - Fabric in different colours (a selection for the children to choose from). - Scissors (one each). - Needles (one each). - Thread (a selection for the children to choose from). - Needle threaders (optional – see Adaptive teaching). - Sticky notes (two each). - The children’s design sheets from Lesson 1: Designing a stuffed toy. - The children’s fabric shapes from Lesson 3: Details and appendages. - Link: Assessment – D&T Y5: Textiles: Stuffed toys (optional – see Wrapping up).	
Recap and recall	
Display the <i>Presentation: Speak like an expert</i> and allow time for paired discussion. Presentation: Speak like an expert1 Take feedback about any key points the children recalled from the previous lesson.	
Attention grabber	
Hand out the children’s design sheets and stuffed toy components from the previous lesson. Ask them to compare the decorated front of their toys to their designs to see how well they match up. They should have made all the extras/appendages in the previous lesson. Suggest to any children who have not finished this to consider adapting their design to ensure they can complete their project. Explain that they will sew the edge of the main body, nearly all the way around, stuff it, and then sew the gap. They will then use their choice of stitch to attach the appendages separately. For a greater challenge, the children could pin their appendages in place and then sew around the edge of the main body, attaching them in the process.	
Main event	

Group any less confident sewers in the class together and model how to use a blanket stitch again, asking them to bring their stuffed toy components to follow along with the steps. Show the *Pupil Video: Stuffed toy assembly* and leave this to play so they have something to which they can refer.

Ask the children who are happy to work independently to start sewing around their stuffed toy's main body as soon as possible.

Make sure each child has chosen a method, either sew around the body, stuff and then add the appendages at the end or pin the appendages in place and sew around the body and appendages simultaneously. Check each child knows exactly what they need to achieve in this lesson.

They should use a blanket stitch to sew around all but the last 3 cm of the edge of the main body, then use a small piece of stuffing and push it right to the bottom using a pencil. Once stuffed, they should finish sewing up the toy, using a blanket stitch to keep the edge consistent.

If, when stuffing their toy, they notice any holes or gaps, they can repair these by sewing over them once or twice more to reinforce them.

The children should ensure that:

- Their stitches are strong and secure.
- Any attached extras or appendages are positioned correctly and don't look lopsided, too close or too spaced.

Wrapping up

Ask the children to arrange their stuffed toys on their tables and then walk around to look at each other's finished products.

As a class, discuss the following points:

- Which parts of creating your stuffed toy did you find difficult or easy?
- How similar is your final product to your design?
- How neat is your stitching, and does it hold the stuffing?
- How happy are you with your finished toy?
- How would you improve your toy?

Explain that they should refer to their design sheets when answering these questions.

Hand out two sticky notes each (preferably in two different colours) and ask them to write down at least two positive aspects of their toy and one thing they would improve or do differently on the other.

Optional - provide each child with the *Quiz - pupil answer sheet* and display the *Unit quiz* (see link: [Assessment - D&T Y5: Textiles: Stuffed toys](#)). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.

If pupils completed the *Knowledge catcher* in Lesson 1, they can revisit them and add new information in a different colour.

Vocabulary

Design criteria

To help designers focus their ideas and test the success of them.

Evaluation

When you look at the good and bad points about something, then think about how you could improve it.

Stuffing

Soft material used to fill cushions and stuffed toys.

Assessing progress and understanding

Adaptive teaching

Pupils with secure understanding indicated by:

using a blanket stitch to assemble their stuffed toy; repairing when needed; identifying what worked well and areas for improvement.

Pupils working at greater depth indicated by:

creating a stuffed toy with different components; assembling it using a blanket stitch which is neat and consistent; repairing or reinforcing areas where necessary.

Pupils needing extra support

Could be supported by a peer or use a needle threader when threading the needle; should be shown how to use a blanket stitch again to sew the body and repair holes or gaps in their stitching.

Pupils working at greater depth

Should incorporate more components into their finished toy and assemble it with neat, even stitching.