

End of Unit Goal: To design and make a purposeful, functional and appealing animal puppet based on design criteria.

Talk like a Designer Sentence Stems – I made this model because... I like/disliked this because... I think I can make this better by...

Date	Learning Objective	Learning Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	I can think about how a puppet is made.	To explore and evaluate a range of existing puppets. To design and make a purposeful, functional and appealing stick puppet.	<u>Main Teaching</u> Show the children a range of puppets, children to pass the puppets around the circle – children to discuss what they think the puppets are made from, how are they made? Explain to the children that there are different types of puppets – stick puppet, finger puppet and glove puppets. Explain that today we are going to make animal stick puppets. How would we make these? Take the children's ideas. <u>Differentiated Activities/ Challenges</u> Children to draw their puppet on card, colour it in and cut it out. Join the puppet to the stick. <u>Plenary</u> Children to share their puppet with their friends. Can you make a puppet show?	Puppets – stick, finger and glove, lollipop sticks, paper, pencils	Material, fabric, method, join
Lesson 2	I can join fabrics together in different ways.	To select from and use a range of tools and equipment to	<u>Main Teaching</u> Explain that over the next few weeks we will be designing and making our very own animal puppets. There are several ways of joining fabric together without sewing.	Fabric, pins, stapler, staples, glue	Fabric, glue, pin join, staple, direction

		make a puppet template. Explain that the children are going to look at three different ways: - Pinning - Stapling – Gluing. Demonstrate these methods to the class. 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. 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). Gluing 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 to so much that it spills over the edges. 3. Depending on the glue, repeat on the other pieces and then reassemble the sandwich. 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. <u>Differentiated Activities/Challenges</u> All the children will have a go at joining two pieces of fabric using one 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. T to take photo of each joining method for books.		
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			<u>Plenary</u> As a class, discuss why you might use each different method – when might you want to glue rather than pin? Pinning might be used when you need something to be more secure/hold more weight, but are not worried about having gaps (not good for holding tiny objects). Glue is better for quickly adding small objects or sealing fabric together without gaps, but it will not be as strong as pins or staples and could come unstuck. Note the pros and cons of each method of joining fabric by discussing, for example, the gaps between pins, the aesthetic appeal of pins, the sharpness of pins or staples, the speed of staples.		
Lesson 3	I can design a puppet	To design a purposeful, functional and appealing puppet based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. To select from a range of tools and equipment to make a puppet.	<u>Main Teaching</u> T to model using the puppet design sheet to make animal design – label the parts of the puppet – e.g. string for hair. Add how different parts of the puppet will be joined together. <u>Differentiated Activities/Challenges</u> Provide each child with the puppet design sheet of their choice, and ask them to start designing their animal puppet. Designs should be in colour and should be labelled with the colour, material and preferably the method the children wish to use to join their pieces of fabric. T to support children with labelling where needed. Design sheets to go in books. <u>Plenary</u> Children to share their designs with their friends, have they missed anything?	Puppet Design sheets, coloured pencils	Design, label, join,
Lesson 4	I can make a puppet (Advised to	To select from a range of tools and equipment to make a	<u>Main Teaching</u> T to model looking at the design sheet from last lesson and then using the puppet template model cutting out the fabric	Puppet template, Pins, staples, stapler, glue,	Align, cut, join

	complete in small groups with adult support)	puppet.	twice. Show the children aligning the two pieces of the material together. Explain now that we are going to join the material together to make the base for our puppet. To use one of the methods to join the two pieces of material together. <u>Differentiated Activities/Challenges</u> Children to have the appropriate template to match their design, children to then use template to place on material and cut out two pieces. Set up a pinning table, a stapling table and a gluing table and get the children into groups working at the appropriate table, according to their chosen method of joining fabric. If children are gluing, get these children to use chalk or a pen to mark on the fabric where they should put the glue. It is important that they don't spread the glue too widely around the edge otherwise there will not be enough room for them to put their hand inside the puppet. - You should also instruct the children to use pegs to secure the fabric in place while the puppet dries, and not to stick their hand in the puppet before it is properly dry. <u>Plenary</u> Discuss the next step, which is decorating the puppets to make them look like the chosen characters. Ask the children to look at their designs and see what they need. Explain that they can use buttons, wool and other bits of fabric.	fabric	
Lesson 5	I can decorate my puppet	To select from a range of tools and equipment to make a puppet.	<u>Main Teaching</u> Explain that today we are going to be decorating our puppets to make them properly look like animals. On the demonstration puppet, model how to attach different embellishments, demonstrating how to first mark where items should go as a guide. To make sure she refers back to her design sheet. <u>Differentiated Activities/Challenges</u> Children decorate their puppet by joining items to the main puppet shape. As you move around the room, share creative ideas and good examples with the rest of the class.	Designs, puppet base, materials for children to use for decoration, pins, glue, staples, stapler	Embellishment, attach, join, secure, stable

			<u>Plenary</u> Allow children to walk around the classroom looking at the different puppets, say one nice thing about someone else's puppet. Accept comments that refer to someone who helped them make their own puppet too. Get the children to consider what they like/dislike about their own puppet, noting down common issues mentioned in the discussion on the board.		
Lesson 6	I can explain how I made my puppet.	To select from a range of tools and equipment to make a puppet. To evaluate their puppet against design criteria.	<u>Main Teaching</u> Explain to the children that today we are going to look at our designs and puppets, and create a step-by-step guide of how we made our puppets, everyone's will be different. T to model completing instructions sheet, and the evaluation at the bottom. <u>Differentiated Activities/Challenges</u> Children to complete the instruction and evaluation sheet. T to support LA/SEND children with steps. <u>Plenary</u> Children to have the opportunity to look at and talk about their friends' designs.	Instruction and evaluation sheet, puppets, designs.	Evaluate, steps, join, materials, method