

DT: 'Puppets' - Year 1



National Curriculum Knowledge outcomes:

Design:
 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make:

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate:

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

The Learning Journey:

LQ: Do I know that there are different types of puppets? Do I know that puppets are made up of different parts? Can I make to make simple drawings and label parts?

LQ? Can I work with fabric to create a finger puppet?

LQ: Can I use basic sewing techniques? Can I to use a template to mark out identical pieces of fabric? Can I use simple vocabulary associated with the use of textiles?

LQ: Do I have ideas for my own designs can be developed by looking at a selection of puppets? Can I identify simple design criteria and then evaluate against design criteria?

LQ: Can I follow a design to make a puppet?

LQ: Can I evaluate my puppet?

Wider Curriculum (Cooking, trips, outdoor):

Perform a puppet show.

Key Vocabulary:

Spelling	Definition/Sentence
puppet	A movable model of a person or animal that is typically moved by strings or hands
finger puppet	a small movable model placed on one finger
glove puppet	a movable model controlled when a hand is inserted
material	the substance of which a thing is made
running stitch	a sewing stitch made by passing the needle in and out repeatedly with short even stitches
over stitch	a stitch made for binding or finishing an edge
design	to prepare the preliminary sketch/plan for a work to be executed
evaluate	to judge or value the worth of something