



# Scheme of Learning for Design Technology



<b>Phase</b>	KS1 Year 1 and 2 Cycle A
<b>Strand</b>	
<b>Leader</b>	F Parish Principal G Matthews – Design Technology

• DESIGN TECHNOLOGY –

Main Strand/Concepts	– Design Technology will link to other subjects within this context, however where this is not appropriate it will be taught discreetly.	
Prior Learning Links	<i>In Key Stage 1 key Concepts taught are:</i>	
Main enquiry question/s	<b>Can you make a finger puppets with accessories?</b>	
Programme of Study NC Requirements	<p style="text-align: right;"><u>National Curriculum</u></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>♣ explore and evaluate a range of existing products</li> <li>♣ evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>♣ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>	
Learning Objective	Prior Knowledge: To know how to join materials together with different resources – glue / tape/ sewing To know the names of equipment used when completing a sewing product,	
1 <sup>st</sup> Concept Research/ prototype	<ul style="list-style-type: none"> <li>• <i>To know what Yarn is. To know what a needle is.</i></li> <li>• <i>(Year 2) To know what a running stitch is.</i></li> <li>• <i>Ability to weave into an object.</i></li> <li>• <i>Ability to pull and push through an object</i></li> </ul>	
Subject Specific Vocabulary	Core Knowledge – what do we want the children to know?	<b>Suggested learning activities – What key experiences?</b>

Binca Sewing Felt Running stitch Attach Pouch	<p>I can identify parts of a needle and explain the meaning of words such as yarn and thread.</p> <p>I can thread a needle independently</p> <p>I can make a stitch by sewing from the back to the front and from the front to the back of a piece of card</p> <p>I can identify what was difficult or easy about the task and suggest improvements</p>	<p>Session 1: Have paper or polystyrene plates or rectangles of cardboard available for pupils to use in this lesson. Introduce pupils to the key vocabulary for this block, using the Knowledge Note.</p> <p>Can pupils identify the parts of the needle? Can they explain what yarn is?</p> <p>Show pupils how to thread a needle and knot the end of the yarn. Using colourful yarn, model using a running stitch to outline the initial of their name on Binka.</p> <p>Support pupils as appropriate as they stitch the outline of their initial, following the model they have been shown. Pupils could be challenged further to add decorative details such as a border of zigzag stitches in a contrasting colour. Prompt pupils to evaluate the outcome and explain what they found difficult or easy and what they would do differently</p> <p>Session 2: Research – what is a puppet? Look at lots of different puppets that already exist. How are the puppets and not teddies? How big are they? How are they stitched together? Developed lots o ideas and which puppets are the best made and why? What will their finger puppet need to have to be the nest quality?</p> <p>Session 3 – Using the blue prototype material - model to the children using a net to cut around for their finger puppet. Children must have the design brief at this point: To make a finger puppet that has accessories (Eyes/ mouth/ wings/feet) attached and must fit no more than 2 fingers.</p>
Assessment questions		
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b> To know how to join materials together. To know the names of equipment needed when sewing,	
2 <sup>nd</sup> Concept <b>Design and Make</b>	<u>To design a finger puppet using</u> <u>To make a finger puppet using a running stitch. (Y2 to use a net)</u>	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge - What do we want the children to know?</b>	<b>Suggested learning activities – What key experiences?</b>
Binca Sewing Felt Running stitch Attach Pouch	<ul style="list-style-type: none"> <li>• Can design and annotate ideas.</li> <li>• Can attach two squares of felt using running stitch</li> <li>• Can create a simple face using pieces of felt and other accessories</li> <li>• Can explain the importance of using small stitches and using two lines of running stitch</li> </ul>	<p>Session 4: Children to design ¼ different idea – annotate and include resources needed for their design (See previous examples) Prepare two 10cm<sup>2</sup> pieces of felt in assorted colours (per pupil) for use in this lesson.</p> <p>Session 5: Refer pupils to and discuss the key question/ design brief for the unit: Can you make a finger puppet to fit your fingers and attach eyes? Explain to pupils that they are going to apply their sewing skills to make a finger puppets (Living creature/ insects)</p>

		<p>Show pupils a completed example. Demonstrate how to make and attach eyes, a mouth and teeth to one square of felt (small pieces of fur could also be added for the hair). A sharper needle with a smaller eye will be used for this sewing task.</p> <p>Pupils then use running stitch to attach their face to a second square of felt. Challenge pupils to explain why it is important to use small stitches rather than large ones. Vocabulary Task 2.</p>
Assessment questions		
<u>Learning Objective:</u>	<b>Pre Learning Expectations</b> To know how to join materials together.	
3rd Concept step by step method and Evaluate	<p><b><i>To provide a step by step method of making their finger puppet.</i></b></p> <p><b><i>To evaluate their product using the TASC wheel – See progression of skills.</i></b></p>	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge - What do we want the children to know?</b>	<b>Suggested learning activities – What key experiences?</b>
Binca Sewing Felt Running stitch Attach Pouch	<ul style="list-style-type: none"> <li>• Children can evaluate and discuss what they have done and what they would do differently.</li> <li>• Children can recall their process in making their finger puppet</li> <li>• Children can explain and discuss their project using the technical language and skills learnt.</li> <li>• Children know what stitches they have used to create the finger puppet.</li> <li>• Children can say how to improve their proficiency next time for purpose.</li> </ul>	<p>Session 6–</p> <ul style="list-style-type: none"> <li>• Children to use photographs and discussions to write their step by step process of making their finger puppet. <b>CHILDREN MUST INCLUDE THEIR KEY KNOWLEDGE AND VOCABULARY.</b></li> </ul> <p>Session 7 -</p> <ul style="list-style-type: none"> <li>• Gain pupils' feedback about their product. Did it meet the design brief?</li> <li>• <b>CHILDREN MUST INCLUDE THEIR KEY KNOWLEDGE AND VOCABULARY.</b></li> </ul>
Assessment questions	<ul style="list-style-type: none"> <li>• What changes did you make to your design and why?</li> <li>• What difficulties did you face and how did you overcome them?</li> <li>• What has made it possible to build with bread?</li> </ul>	<p>Resources: Step by step and evaluation recording paper.</p>