Puppets : DT : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate a range of puppets and their features.	Children to discuss and explore a range of puppets, their features, what materials are used and what they are used for. They will have the opportunity to choose their favourite puppet, draw and label it.	• Can children describe what puppets are and how they are used? • Can children recognise and describe a variety of different types of puppets? • Can children identify the features of a variety of puppets?	• Slides • Picture Cards • Worksheet 1A/1B/1C/1D • Variety of puppets (FSD? activity only)
Lesson 2	To be able to work with fabric to create a finger puppet.	Children will to explore and discuss a variety of different finger puppets. Using the template provided, they will work with fabric to create, make and decorate a finger puppet.	• Can children use a template to cut out appropriate sizes of fabric? • Can children develop ideas by putting components together? • Can children discuss their finished work and evaluate what went well and what could be improved?	• Slides • Finger Puppet Templates • Challenge Cards (FSD? activity only) • Felt • Felt glue/fabric glue • Items for decoration, e.g. sequins, buttons, ribbon, etc.
Lesson 3	To develop and practise sewing skills.	Children will learn different sewing techniques to use when creating a puppet. They will practise these skills before making their actual puppet.	• Can children use running stitch and/or over stitch to join two pieces of fabric together? • Can children use a needle and thread to attach buttons and other features to material? • Do children know how to work safely with a variety of sharp tools, such as needles and scissors?	• Slides • Felt and other fabrics • Buttons and sequins • Needles and thread • Challenge Cards (FSD? activity only)
Lesson 4	To be able to design a glove puppet.	Children to use the skills they have acquired to design their own glove puppet. They will recap the possible techniques to use and share their ideas to help create their designs.	• Can children design a glove puppet for a particular purpose? • Can children describe what materials and tools they will need to make their puppet? • Can children describe the steps they will need to take to make their puppet?	• Slides • Worksheet 4A/4B/4C • Design Criteria Cards (FSD? activity only)
Lesson 5	To be able to follow a design to make a puppet.	Children to follow their designs to create their glove puppet. They should think about the appropriate materials to use and to work safely and carefully.	• Can children describe the steps they will need to take to create their puppet? • Can children follow their designs to create their puppets? • Can children work safely and sensibly when working with a variety of materials and tools?	• Slides • Designs from lesson 4 • Puppet Template • Felt • Needles • Thread • Felt glue/fabric glue • Variety of other fabrics and objects for decoration (e.g. buttons, sequins, ribbons, wool, etc.)
Lesson 6	To be able to evaluate a finished product.	Children to share and demonstrate their puppets. They will then evaluate their own puppets using the worksheet provided.	• Can children evaluate their own finished products and say what they think and feel about them? • Can children comment on the work of others and offer their opinions? • Can children identify ways in which they could improve their work in the future?	• Slides • Finished puppets • Worksheet 6A/6B • Question Cards (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Perfect Pizzas : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what the favourite pizzas in the class are.	Children to discuss their favourite pizza and compile information into a pictogram. They will also consider healthy eating and complete a balanced plate by sorting their favourite pizza ingredients.	• Can the children identify the different parts of a pizza? • Can the children sort foods into different food groups? • Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy?	• Slides • Worksheet 1A/1B/1C/1D/1E • Pizza Sheet • Balanced Plate
Lesson 2	To examine, describe and categorise a variety of bread-based products.	Children to explore and discuss what pizza bases are made from and where they would be placed on the balanced diet plate. They will explore a variety of bread-based products and decide which would make a good base for a pizza.	• Can the children name and describe a variety of breads? • Can the children say which breads they like? • Can the children use the features of the bread to decide if it is fit for purpose?	• Slides • Worksheet 2A/2B/2C/2D • Name Cards • A selection of breads • Picture Cards (FSD? activity only) • Clue Cards (FSD? activity only)
Lesson 3	To examine, describe and categorise a variety of pizza toppings.	Children to explore and discuss a variety of pizza toppings. They will look at food categories and balanced diets, and be challenged to sort pizza toppings into groups.	• Can the children name and describe a variety of toppings? • Can the children state their opinions and preferences about different toppings? • Do the children understand eating healthily means having a balanced diet?	• Slides • Worksheet 3A/3B/3C/3D/3E • Topping Card A/B/C • A selection of toppings (FSD? activity only)
Lesson 4	To design a balanced healthy pizza.	Children to design a healthy and balanced pizza, making sure they remember to follow the pizza criteria.	• Do children understand that pizzas can be part of a healthy diet? • Can children design a healthy pizza? • Can children identify what ingredients and tools they will need to make their pizza?	• Slides • Worksheet 4A/4B/4C/4D • Word Bank A/B
Lesson 5	To be able to make and evaluate a food product based on a design.	Children to make their pizza following their designs, being sure to work safely and hygienically. They will evaluate their pizzas once they have been made.	• Can children identify and follow rules for food safety and hygiene? • Can children follow a design to make a pizza? • Can children evaluate their finished products and say what they think and feel about them?	• Slides • Designs or instructions from lesson 4 • Variety of pizza toppings and bases • Aprons, chopping boards, knives, graters, baking trays, oven • Plates for finished product • Worksheet 5A/5B/5C/5D/5E/5F/5G

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

British Inventors : DT : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate the invention of the telephone.	Children are introduced to Alexander Graham Bell and his invention of the telephone. The children will discuss the invention and how it may have affected people's lives at the time and after recent developments e.g. the invention of the smartphone. The children use their evaluating skills when testing different string telephones or they have the opportunity to design a phone of the future.	• Can children reflect on how the invention of the telephone changed the way people lived? • Can children identify ways in which the telephone has changed to meet people's needs? • Are children able to evaluate a product's performance.	• Slides • Worksheet 1A/1B/1C • String telephones • String Telephone Instruction Sheet • Photo Card 1A (FSD? activity only) • Worksheet 1D (FSD? activity only)
Lesson 2	To investigate the invention of the World Wide Web.	Children are asked to reflect on their use of the World Wide Web. They explore the differences between the internet and the WWW. They think about all the activities they do in their day-to-day lives which use these inventions after being introduced to the inventor Tim Berners-Lee. Children will take the time to explore and discuss the impact that this invention had on people's lives.	• Can children distinguish between the World Wide Web and the internet? • Can children reflect on how an invention has changed their lives? • Can children reflect on how an invention has changed the world?	• Slides • Activity Cards 2A • Worksheet 2A/2B • Challenge Cards 2A (FSD? activity only)
Lesson 3	To explore how the invention of reinforced concrete works.	Children will investigate the word 'reinforce'. They are introduced to W B Wilkinson's invention of reinforced concrete. They look at different ways that reinforced concrete has been used to build record-breaking buildings and go on to investigate the different ways to reinforce modroc or paper.	• Can children define the word reinforced? • Can children describe what reinforced concrete is? • Are children able to suggest ways to reinforce a material?	• Slides • Modroc • Cocktail sticks • Teacher Notes 3A • Worksheet 3A/3B • Challenge Cards 3A/3B (FSD? activity only) • Newspaper (FSD? activity only) • Tape (FSD? activity only)
Lesson 4	To investigate the invention of the mackintosh.	Children look into the invention of waterproof fabric and following invention of the mackintosh. They look into the desirable properties that the fabric needed to have in order to be made into a waterproof coat. They then attempt to waterproof a piece of paper in order to make an origami boat, thinking about the properties that the paper needs to retain e.g. flexibility, foldable etc.	• Can children pick out features of a material that make it suitable for a purpose? • Are children able to think of design criteria to suit a purpose? • Can children evaluate the success of a product based on a set of design criteria?	• Slides • Mackintosh coat (if possible) • Instruction Sheet 4A • Worksheet 4A/4B/4C • Worksheet 4D (FSD? activity only) • Teacher Notes (FSD? activity only)
Lesson 5	To reflect on the impacts that inventions have had on our lives.	Children reflect on the inventions that they have investigated so far and are introduced to a few more inventors and their creations. The children are challenged to think about which inventions have changed people's lives the most. They discuss the inventions and how things changed when they were created and how they could change things as they are developed in the future.	• Can children name a British inventor and their creation? • Can children reflect on how inventions have changed the world? • Can children design a new creation intended to solve an everyday problem?	• Slides • Worksheet 5A/5B • Invention Cards 5A • Challenge Cards 5A (FSD? activity only) • Worksheet 5C (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Making Mini Greenhouses : DT : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore existing greenhouses	In this first lesson, children will find out the purpose of a greenhouse, and how it can help plants to grow. In their independent activity they will show their understanding of this by labelling diagrams, answering questions and writing explanations. In the alternative activity, children will look at and discuss a range of different types of greenhouses.	• Do children know what a greenhouse is used for? • Do children know how a greenhouse helps plants to grow? • Can children analyse and discuss different types of greenhouses?	• Slides • Worksheet 1A/1B/1C • Greenhouse Picture Cards (FSD? activity only)
Lesson 2	To investigate stable structures	Children will explore the factors that make a structure stable, and then apply this knowledge and understanding to greenhouses. In their independent activities, children will investigate the best frame size and shape for a stable structure that also lets in the maximum amount of sunlight. In the FSD? activity, children focus on how they could improve the stability of a structure by using other materials as extra support.	• Do children understand the term 'stable'? • Can they identify factors that make a structure stable? • Can they discuss how to make a structure more/less stable?	• Slides • Instructions Cards • 3D Shape Templates A/B/C/D • Scissors, glue • 3D Shape Template E (FSD? activity only) • Stability Testing Sheet (FSD? activity only) • Ideas Cards (FSD? activity only) • Extra card, dowelling, straws, sellotape, glue, staplers, etc (FSD? activity only)
Lesson 3	To investigate materials for making a mini greenhouse	Children will begin by debating the effectiveness of a mini greenhouse in comparison to a full-size greenhouse. They will then share ideas for which materials they think might be suitable for the frame and the sections within the frame of a mini green house. Children further explore and compare suitable materials in their independent activities.	• Can children identify suitable materials for a mini greenhouse? • Can children explain why these materials are suitable? • Can children discuss ways of joining these two materials together?	• Slides • Worksheet 3A/3B/3C • Worksheet 3D (FSD? activity only) • Variety of materials for possible frames/coverings such as lolly sticks, dowelling, plastic wallets, clingfilm, straws, pipe cleaners, old hula hoops, plastic bottles, CD cases, wooden picture frames with glass removed, chickenwire etc (FSD? activity only)
Lesson 4	To design a mini greenhouse	In this lesson, children are split into groups and given discussion cards which will encourage them to share opinions and generate ideas about the best designs for a mini greenhouse. They will then use what they have discussed to design and plan their mini greenhouse.	• Can children apply their knowledge of stable structures and suitable materials when designing a mini greenhouse? • Can children follow specific design criteria? • Can children identify possible challenging parts of their design/help others to find solutions?	• Slides • Discussion Cards • Worksheet 4A/4B/4C • Paper/mini whiteboards (optional) • Client Request Cards (FSD? activity only) • Worksheet 4D (FSD? activity only)
Lesson 5	To make a mini greenhouse	Children will make their mini greenhouses according to their plans and design criteria. They will be encouraged to be organised and think carefully about each step in the making process. Children will be reminded that, if necessary, they can make changes to their design to improve the overall finished product. They will discuss any safety issues before beginning.	• Can children follow a design to create a successful product? • Can children amend their design to improve a product/ give suggestions to others as solutions to problems? • Can children work safely and sensibly with a range of materials and tools?	• Slides • Equipment such as scissors, sellotape, glue, staplers • Children's worksheets from Lesson 4 • Materials (refer to children's designs from the previous lesson as to what specific materials will be required). • Comment Cards
Lesson 6	To evaluate a finished product	In this final lesson, children will understand the importance of evaluating a finished product, and as a class will generate possible suitable questions. In their independent activities, children will evaluate their own completed mini greenhouse. In the alternative activity, children will discuss, evaluate and assess different aspects of each other's designs as a class.	• Do children understand the importance of evaluating a finished product? • Can children identify what has been successful with their design? • Can children identify any improvements that could be made to the design?	• Slides • Evaluation Question Cards • Worksheet 6A/6B • Pitch It! Prompt Cards • Whiteboards/paper (optional) • Evaluation Question List (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Funky Furnishings : DT : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and analyse different types of cushions	In the first lesson, children will learn more about the history of the product that they will be making in this unit. As a class they will begin to analyse a range of cushions based on their functional and aesthetic features. In their independent activities, children will either further analyse a cushion, or match up different products to people, depending on the user's needs.	• Do children understand the terms 'functional' and 'aesthetic'? • Can children analyse an existing product in detail? • Can children compare and contrast existing products?	• Slides • Cushion Picture Cards • Worksheet 1A/1B/1C • Product User Description Cards (FSD? activity only)
Lesson 2	To explore different ways to join fabric using sewing skills	Children will investigate how to join two pieces of fabric together. They will learn about the right and wrong sides of fabric, and how to secure their first and last stitches with a knot. In their independent activities, children will explore a range of either hidden or visible stitches, and discuss which would be the most suitable when making their cushion cover.	• Do children know how to sew different stitches? • Can children join two pieces of fabric together using their sewing skills? • Can children explain which stitch is best for a particular purpose?	• Slides • Stitches Instruction Sheet A/B/C/D • Stitches Instruction Sheet E (FSD? activity only) • Squares of fabric, approx. 10cm x 10cm • Thread, needles, scissors
Lesson 3	To explore different ways to decorate fabric using sewing skills	Children will recap on the meaning of 'aesthetic features', and then discuss the different ways in which cushions can be made visually appealing. They will explore how the use of adornments and the skills of embroidery and appliqué can be used to decorate a cushion cover in the independent activity.	• Can children use stitching for decorative purposes? • Can children sew a button/bead/ribbon onto fabric accurately? • Can children see how to combine these skills to create a design for a product?	• Slides • Decorative Skills Instructions Cards • Simple Picture Cards (FSD? activity only) • Squares of fabric, approx. 10cm x 10cm • Needles, thread, fabric pencil marker • Buttons, beads, smaller scraps of fabric
Lesson 4	To explore different ways to create fastenings	In this lesson, children will explore the different fastenings that could be used for cushion covers, and discuss them in terms of secureness, durability and aesthetics. They will explore how to create some of these fastenings in their independent activities.	• Can children talk about the advantages and disadvantages of the different types of fastenings? • Can children use their sewing skills to create a secure fastening? • Can children assess which fastening would be the most suitable for a particular product?	• Slides • Instructions Sheet A/B/C • Fabric • Snap fasteners, buttons, VELCRO™. • Needles, pins, thread, fabric marker pencil
Lesson 5	To design a cushion cover	Children will use their knowledge of joining techniques, decorative sewing skills and fastenings to design their own cushion cover. They will be encouraged to think through the different steps of the making process, and plan ahead for any of the aspects that they might find challenging. Alternatively, each child could design an individual patch for a class patchwork cushion.	• Can children create a design according to specific criteria? • Can children explain their design and the techniques they will use? • Can children explain the process they will need to undertake to make their product?	• Slides • Design Sheet 5A/5B • Coloured pencils • Patch Design Sheet (FSD? activity only)
Lesson 6	To make and evaluate a cushion cover	In this lesson, children will make their cushion cover. They will be encouraged to regularly check their design, and make changes to it if necessary. Once completed, children will evaluate their finished product by answering a range of questions.	• Can children follow a design to create a finished product? • Can children successfully use a range of sewing techniques? • Can children evaluate their own and others' work?	• Slides • Fabric • Buttons, snap fasteners, beads, ribbon • Scissors, thread, needles, pins • Teacher Notes (FSD? activity only) • Evaluation worksheet 6A/B

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Fashion and Textiles : Design & Technology : Year 6

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and analyse items made using textiles: the materials used and how they are made.	Children will discover how some natural and synthetic textiles are produced, and consider their uses in clothing. They may then either examine and describe old clothes (and how they are constructed), or sequence descriptions of cotton cloth manufacture.	• Can children identify the materials used in the manufacture of some items made using textiles? • Can children identify ways in which materials are joined in some items made using textiles? • Do children understand the main stages in the production of cotton cloth?	• Slides • Teacher's Notes • Worksheets 1A/1B/1C • Sewing Stitches Guide • A number of different items of old clothing, magnifying glasses, scissors • Cotton Clothing Sequence Cards (FSD? only) • From Cotton To Cloth Sheet (FSD? only)
Lesson 2	To explore some ways in which textiles are joined and decorated.	Children will start to learn about the work of fashion designers, then discover some ways in which textiles may be joined and decorated. Following this, they may either practise hand sewing stitches or identify machine stitching patterns on a range of garments.	• Can children identify different sewing stitches on items made using textiles? • Can children distinguish between functional and decorative sewing stitches on items made using textiles? • Can children identify potential uses for different sewing stitches?	• Slides • Sewing Skills Sheet • Teacher's Notes • Needles, thread, pins, scrap material, buttons, scissors, dressmaker's chalk/pencils (optional) • Sewing Stitches Card (FSD? activity only) • Which Sewing Stitch? Sheet (FSD? activity only)
Lesson 3	To design an item made using textiles, and draw pattern pieces.	Children will learn how fashion designers use pattern pieces when making products, then either make pattern pieces for a bag, or draw designs for a bag for a specific person or purpose.	• Do children understand that design criteria are used by fashion designers to develop designs? • Can children design an item made using textiles according to design criteria? • Can children draw pattern pieces, adding details such as seam allowances?	• Slides • Teacher's Notes • Worksheets 3A/3B • Large sheets of plain paper • Bag Design Sheet (FSD? activity only)
Lesson 4	To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design.	Children will learn how design features of pattern pieces are transferred to fabric. They may then either transfer their pattern piece designs to fabric, or produce a small, simple bag using a given pattern piece.	• Can children use pattern pieces to mark fabric for cutting and sewing? • Can children cut fabric according to a pattern? • Can children add design details to a product according to their own design?	• Slides • Teacher's Notes • Pattern pieces from previous lesson • Dressmaker's chalk or pencils, fabric, needles, thread, sharp scissors, ribbon, buttons, sequins etc. • Sunglasses Case Pattern Sheet (FSD? only)
Lesson 5	To join fabric pieces by hand sewing.	Children will learn how to pin and hand-sew fabric pieces together, then either sew pieces they cut out and marked previously, or design and make a simple fabric container.	• Can children thread a needle by themselves? • Can children join fabric pieces using a simple hand-sewing stitch? • Can children tie threads to ensure seams do not unravel?	• Slides • Teacher's Notes • Sewing Tips Handout • Drawstring bag fabric pieces from previous lesson • Needles, thread, sharp scissors, ribbon, buttons, sequins etc. • Coin Purse Sheet (FSD? activity only) • Felt, embroidery thread (FSD? activity only)
Lesson 6	To sew hems on an item made using textiles; to add design details.	Children will learn how to finish a hand-sewn product, then finish sewing and decorating their own bag designs, or decorate old clothes using a variety of techniques.	• Can children use simple stitches to sew hems on an item made using textiles? • Can children evaluate their own work? • Can children add detail to an item made using textiles to improve it?	• Slides • Teacher's Notes • Drawstring bags from previous lessons • Needles, thread, cord, pins, large eyelets and eyelet tool (optional) • Evaluation Cards • Decorating Textiles Sheet (FSD? activity only) • Art materials for decorating fabric (FSD? activity only, see below for details)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan