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| **Lesson 3** | | | Key question: | | | | |
| **Building on from lesson 2:** | | | To follow a design when making puppet product | | | | |
| **Key DT focus*–***  *Skills developed with guidance* | | | ● I can join fabrics together  ● I can align two pieces of fabric  ● I know how to use a template  ● I can fit my hand into my puppet | | | | |
| **Teaching Objectives** | | | L.O To join two fabrics together accurately | | | | |
| **Key Vocabulary**:  Joining technique, fastened, use, pinning, stapling, gluing, fabric, safety pins, secure, parallel and make. | | | | | | | |
| **Resources**  • Prepare separate tables as activity stations for either pinning, stapling or gluing. | | **Locality context barriers to learning**  Model high expectations for the easier option of using glue (high levels of precision) to ensure children challenge themselves and set high standards for themselves. | | | **Protective Characteristics**  Different range of fabrics. Different skin tones to show fair representation | | **Weblinks**  ● Teacher Video: Making and joining my puppet (see Lesson page)  ●Pupil Video: Making and joining my puppet (see Lesson page)    Kapow |
| **Before the session:**  Have ready  ●Prepare separate tables as activity stations for either pinning, stapling or gluing.  Print  •Activity: Joining techniques reminder sheet (see Resources) – one for each activity station  **Retrieval task:**  Using your design sheet from lesson previous- discuss the features you will include  **Oracy Starter:** In Lesson 2, the children cut out their fabric pieces and decided how they would like to join them. Explain that we need these pieces to fit together perfectly – it’s a bit like a sandwich, we don’t want the bits of bread to overlap.  Show children how to separate the paper from the fabric (remove and collect in the pins). Put the two pieces of fabric on top of each other so that they match up perfectly. Now, we can join them up.  Model or play the Pupil Video  You can either play the Pupil Video: Making and joining my puppet or you can model the joining process yourself. If you are modelling, take your time to make sure the children really understand:  - How to mark where the glue should go.  - How to secure glued fabric with a peg to keep it still while it dries.  - How to staple, pin or glue close to the edge, to allow enough space for a hand, but not too close so that the edges are spoiled.  If you are playing the Pupil Video, you may want to leave it running while the children are making their puppets so they can refer to it while you are circulating.  **Main teaching:** Make: (30 minutes)  Children will use this time to join their fabrics.  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. This will allow them to support each other and learn from what others around them are doing.  It would be a good idea to hand out the Activity: Joining techniques reminder sheet on the relevant tables as extra support for the children to refer to if you’re busy.  The gluing group will finish first but should be given more instruction at the start of the task:  - 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.  If children finish early, they can help their peers or start to reflect on their design, adding more details and being specific with their labelling (type of material, size, other equipment needed, for example scissors, glue, glitter).  Questions to Ask the children:  Which pieces are you joining?  Where do you want the joins to be?  How are you joining these two pieces? | | | | | | | |
| SEN Provision | **PKF** | | WTS | EXS | | GDS | |
| 1:1 support  Pupils needing extra support:  Will need support with the more fiddly parts of joining the fabrics.  Might need to have the Activity: Joining techniques reminder sheet nearby to remind them of steps involved. | **Pupils working at greater depth:**  Should ensure that their fabrics are joined well, with no gaps, and that the two pieces are aligned neatly. Pupils with secure understanding indicated by: Their ability to join their two puppet’s faces together as one.  Pupils working at greater depth indicated by: Their ability to accurately and neatly join their two puppet’s faces together as one, with even spacing. | | | | | | |
| **End of lesson reflection**  Discuss the next step, which is decorating the puppets to make them look like the chosen characters.  Explain that they can use buttons, wool and other bits of fabric. Ask if there is anything else the children would like to use, which they can either bring in themselves from home or ask you (if the items are commonly found in school).  Ask pupils what they will need to consider when adding decoration (pinning through both sides/ decorating the correct side).  Run through potential mistakes (pinning or stapling through both pieces of fabric, using too much or not enough glue, etc). | | | | | | | |
| **Outcomes**   * **Majority: To join two pieces of fabric together** * **Most: To join two fabrics together accurately** * **Some: accurately and neatly join their two puppet’s faces together as one, with even spacing** | | | | | | | |
| **Lesson evaluation notes and next steps** | | | | | | | |