

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Textiles	Unit: Felt Puppet	Term/Duration: Rotation 10 – 12 weeks	Year Group: 6
<p>Prior Learning:</p> <ul style="list-style-type: none"> ● How to work safely in the textiles room. ● How to use existing products to help come up with ideas. ● How to produce design ideas. ● What felt is and the properties that make it suitable. ● How to follow a set of instructions to make a product. ● How to use a pattern to mark pieces out. ● How to thread a needle. ● How to join two pieces of felt together with thread. ● How to use a range of different stitches to add embellishments. ● How to use smaller pieces of felt, buttons and ribbon to add embellishments. ● How to finish off a row of stitches. ● How to evaluate a finished product. 		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Function ● Appearance ● Embellishment ● Accuracy ● Design brief ● Evaluation ● Prototype ● Evaluation 	
<p>By the end of this unit...</p>			
<p>All pupils will be able to: Know what needs to be thought about before the puppet can be designed. Draw 2 different ideas for the puppet that have the key decisions labelled. Describe what a prototype is and create a simple prototype of their puppet. Practise some stitches on a sampler. Cut out a pattern. Follow instructions and work safely. Cut out the puppet using a pattern. Think about how well the puppet works and how suitable it is for a child.</p>			
<p>Most children will have made more progress; they will be able to: Write a list of requirements that the puppet must meet.</p>			

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Colour the ideas.
 Include labelling and information about how it will be made.
 Explain the importance of creating a prototype.
 Produce a detailed prototype of the puppet and identify any changes that need to be made.
 Tie off a row of stitches.
 Cut the puppet from felt.
 Add features to the puppet so matches the chosen design idea.
 Know which points of the specification are met by the final puppet.

Some children will have progressed further; they will be able to:

Explain why it is important for the puppet to meet the requirements.
 Use a range of embellishment techniques in design work.
 Explain their labelling.
 Measure and cut an accurate prototype and explain how changes could be made to improve the design.
 Practise sewing a button onto their sampler.
 Accurately measure and cut out the pattern.
 Select embroidery threads that match their design idea.
 Use a range of different stitches and embellishments.
 Explain the changes that could be made, if the puppet were to be made again.

◆ **Notes:**

	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	To be able to write a specification for the puppet including	<p>Starter - What can you tell me about these hand puppets? Think, pair, share.</p> <p>Explain why it is important to look at existing products before designing new ones.</p>	Highlight learning objective; must, should or could in the booklet. Specification	Year 6 Puppet powerpoint Printed work booklet	

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	<p>reasons for the points.</p>	<p>Discuss the main areas to look at and how these help with designing a new product. Demonstrate how to evaluate an existing puppet and model some of the responses.</p> <p>In their work booklets students evaluate an existing puppet. Monitor and give assistance as required.</p> <p>Read through the design brief for the project. Use random questioning to find out what a specification is and how it is written. Discuss the main points that need to be included in the specification, these should link to the evaluation of an existing puppet.</p> <p>Model how to write the first point of the specification focusing on the point and the reason. Students write the specification in their work booklet. Monitor students progress as they write the specification and give assistance as required.</p> <p>Students feedback points from their specifications.</p>		<p>H&S - see Rm 14 risk assessment</p>	
<p>2</p>	<p>To be able to create a design for the puppet. To be able to evaluate the strengths and</p>	<p>Starter - What do you need to think about before doing your design ideas? Think, pair, share.</p> <p>Explain and model how to produce the design ideas including drawing in pencil, colouring in coloured pencil, labelling the design decisions, labelling how the design links to the points of the specification, explaining the points in the labelling.</p>	<p>Highlight learning objective; must, should or could in the booklet. Design Ideas</p>	<p>Year 6 Puppet powerpoint Printed work booklet Coloured pencils</p> <p>H&S - see Rm 14 risk assessment</p>	

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	<p>weaknesses of the designs.</p>	<p>Remind students that they need to think about the shapes, colours and embellishments they are going to use to create the features of their animal. Monitor students progress as they produce their ideas giving assistance as required.</p> <p>Discuss how to annotate the ideas. Question and answer based around a model idea.</p> <p>Discuss identifying the strengths and weaknesses of the designs. This should focus on how well they work as a puppet, not on the neatness of drawing, colouring etc.</p> <p>Students evaluate the strengths and weaknesses of their designs in their work booklets.</p> <p>Students explain which idea they plan to make and why.</p>			
3	<p>To be able to create a prototype for the puppet. To be able to evaluate the strengths and weaknesses of the prototype.</p>	<p>Starter - Why do you make a prototype of your puppet out of paper before making it out of felt.</p> <p>Discuss what a prototype is and what it is used for. Discuss why it is important to make one before making the final puppet. Discuss the difference between a prototype and a pattern.</p> <p>Demonstrate how to make a prototype of the puppet from paper, how to add the features and show where the stitches would be.</p>	<p>Highlight learning objective; must, should or could in the booklet. Prototypes Prototype write up</p>	<p>Year 6 Puppet powerpoint Printed work booklet Paper Scissors</p> <p>H&S - see Rm 14 risk assessment</p>	

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		<p>Discuss what you have found out from making the prototype and what would need changing before making the final puppet and why.</p> <p>Students make a prototype of their puppet. Students answer the questions about prototypes and what they have found out by making it and what changes they would need to make. Monitor students progress and give assistance as required.</p> <p>Discuss why felt is the fabric being used to make the puppet.</p>			
4	<p>To be able to practise a range of stitches. To be able to produce a pattern for your puppet.</p>	<p>Starter - Watch the video clip of how to thread a needle.</p> <p>Demonstrate the technique shown in the video clip. Hand out pieces of felt, needles and embroidery threads. Students practise threading a needle. Monitor and give assistance as required.</p> <p>Show students the videoclips of how to do different stitches. Watch all of the clips. Demonstrate running stitch. Play the video clip again as students have a go at the stitch on their sampler. Monitor and give assistance as required.</p> <p>Demonstrate finishing off. As students get to the end of their row off running stitch they finish it off.</p>	<p>Highlight learning objective; must, should or could in the booklet. Sampler of stitches.</p>	<p>Year 6 Puppet powerpoint Printed work booklet Felt Embroidery thread Scissors Needles</p> <p>H&S - see Rm 14 risk assessment</p>	

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		<p>Repeat this for the other stitches, monitoring and giving assistance as required.</p> <p>Students share with a partner what went well and where they could improve when doing the different stitches.</p>			
5	<p>To be able to use tools and equipment with some accuracy to cut and shape materials and put components together.</p>	<p>Starter - Watch the video clip of how to do a french knot. Discuss with students where they could use the french knot in the making of their puppets.</p> <p>Recap what a pattern is and why it is used. Recap the difference between a pattern and a prototype. Explain how the pattern needs to be made for the puppet.</p> <p>Students make the patterns for their puppets. Monitor and give assistance as required.</p> <p>Using the powerpoint slide, discuss the stages of making the puppet. Emphasise the health and safety of using the scissors to cut parts out, using the pins and the needles. Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches.</p> <p>Demonstrate how to thread the needle, how to use the pattern to mark out the pieces of felt, and how to cut out the pieces. Explain how it is easier to add the embellishments before sewing the two sides together.</p> <p>Students work through cutting out the pieces</p>	<p>Highlight learning objective; must, should or could in the booklet.</p>	<p>Year 6 puppet powerpoint Printed work booklet Paper Felt Embroidery thread Scissors Needles H&S - see Rm 14 risk assessment</p>	

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		<p>and adding the embellishments. Monitor and give assistance as required.</p> <p>Students feedback where they have been successful with making their puppet and what they need to improve on next lesson.</p>			
6	<p>To be able to use tools and equipment with some accuracy to cut and shape materials and put components together.</p>	<p>Starter - what techniques, embellishments have been used to make the puppet? Think, pair, share.</p> <p>Using the powerpoint slide, discuss the stages of making the puppet. Emphasise the health and safety of using the scissors to cut parts out and using the pins and the needles.</p> <p>Go through the target setting table. Students think about what they want to achieve in the lesson and tick the relevant box.</p> <p>Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches. Demonstrate how to thread the needle. Remind students it is easier to add the embellishments before sewing the two sides together.</p> <p>Students work through adding the embellishments. Monitor and give assistance as required.</p> <p>Students fill in their target table to say whether they managed it and what they would like to achieve next lesson.</p>	<p>Highlight learning objective; must, should or could in the booklet.</p>	<p>Year 6 puppet powerpoint Printed work booklet Felt Embroidery thread Scissors Needles</p> <p>H&S - see Rm 14 risk assessment</p>	

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7	To be able to use tools and equipment with some accuracy to cut and shape materials and put components together.	<p>Starter - Watch the video clip of how to finish off a stitch.</p> <p>Go through the target setting table. Students think about what they want to achieve in the lesson and tick the relevant box.</p> <p>Using the powerpoint slide recap the stages of making the puppet Emphasise the health and safety of using the scissors to cut out parts and using the pins and the needles. Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches.</p> <p>Demonstrate how to thread the needle. Remind students it is easier to add the embellishments before sewing the two sides together. Students work through adding the embellishments. Monitor and give assistance as required.</p> <p>Demonstrate how to sew the two sides of the puppet together.</p> <p>Students work through the stages to make their puppet. Monitor and give assistance as required.</p> <p>Students fill in their target table to say whether they managed it and what they would like to achieve next lesson.</p>	<p>Highlight learning objective; must, should or could in the booklet. Completed puppets</p>	<p>Year 6 puppets powerpoint Printed work booklet Felt Embroidery thread Scissors Needles</p> <p>H&S - see Rm 14 risk assessment</p>	
8	To be able to use tools and equipment	<p>Starter - Watch the video clip of how to sew on a button. Students discuss where buttons could be used to add embellishments to the puppets.</p>	<p>Highlight learning objective; must,</p>	<p>Year 6 puppets powerpoint</p>	

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9	<p>To be able to use tools and equipment</p>	<p>Starter - What do you need to do to complete your puppet? Think, pair, share.</p>	<p>Highlight learning objective; must,</p>	<p>Year 6 puppets powerpoint</p>	

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	<p>with some accuracy to cut and shape materials and put components together.</p>	<p>Go through the target setting table. Students think about what they want to achieve in the lesson and tick the relevant box.</p> <p>Using the powerpoint slide recap the stages of making the puppet. Emphasise the health and safety of using the scissors to cut parts out and using the pins and the needles.</p> <p>Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches.</p> <p>Demonstrate how to thread the needle. Remind students it is easier to add the embellishments before sewing the two sides together.</p> <p>Students work through adding the embellishments. Monitor and give assistance as required.</p> <p>Demonstrate how to sew the two sides of the puppet together.</p> <p>Students work through the stages to make their puppet. Monitor and give assistance as required.</p> <p>Students fill in their target table to say whether they managed it and what they would like to achieve next lesson.</p>	<p>should or could in the booklet. Completed puppets</p>	<p>Printed work booklet Felt Embroidery thread Scissors Needles</p> <p>H&S - see Rm 14 risk assessment</p>	
10	<p>To be able to evaluate the</p>	<p>Starter - Why do you think it is important to find out what other people think about your finished puppet? Whose opinion would be useful to know? Think, pair, share.</p>	<p>Highlight learning objective; must,</p>	<p>Year 6 puppet powerpoint</p>	

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	<p>finished felt keyring.</p>	<p>Recap, using random questioning, the stages of making the keyring and the tools and equipment needed at each stage.</p> <p>Students complete the record of production in their work booklet. Monitor student progress and give assistance as required.</p> <p>Discuss the questions in the work booklet about how the making of the puppet went, focusing on explaining the answers.</p> <p>Students answer how the making of the puppet went in their booklets. Use random questioning to go through the answers.</p> <p>Recap why it is important to carry out an evaluation. Recap how to do an evaluation against the specification, using the points written. Discuss how this can show you what improvements could be made to the puppet if you were to make it again.</p> <p>Students work through their evaluation against the specification in their work booklets and fill out the question about what changes they would make to the puppet if they were to make it again. Monitor student progress and give assistance as required.</p>	<p>should or could in the booklet. Record of production Evaluation</p>	<p>Printed work booklet Completed puppets</p> <p>H&S - see Rm 14 risk assessment</p>	
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