ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: DT UNIT: PUPPETS TERM: AUTUMN 1 YEAR GROUP: 1

THE BIG QUESTION	
Can I design and make a felt hand puppet, joining it with a straight stitch and decorating it to match my plan?	
END OF UNIT OUTCOME	Make felt hand puppets joined using straight stitch and decorated to meet criteria of designs.
OBJECTIVES	• design purposeful, functional and appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. • select from and use a range of tools and equipment to perform practical tasks. • select from and use a wide range of materials and components, including materials and textiles. • explore and evaluate a range of existing products. evaluate their ideas and products against design criteria
CONCEPT: Transformation	Transforming ordinary materials into an exciting puppet design.
LESSON 1 QUESTION	**What is a puppet and why are they used?**
KEY KNOWLEDGE	**To know that a puppet is used to entertain** • Puppets can be used to 'act out' stories. • There are many famous puppets in history – Sooty and Sweep, Punch and Judy, Pinocchio/ /Chinese Shadow puppets. • There are different types of puppet- hand puppet/finger puppets, rod/stick puppets, string puppets/ventriloquist puppets/shadow puppets.
RICH TASK	Discuss with children what a puppet is and why they are used - to entertain and act out stories. Key questions: what is a puppet? Where have you seen a puppet before? What can puppets do that other toys can't? Share examples of famous puppets and video clips. Key question: what do you notice about these puppets? How do they move and talk? Children investigate different types of puppets in stations: Finger puppets Hand puppets Marionette puppets Making stick puppets Light/ shadow box – shadow puppets Key questions at each station: How does this puppet work? / What materials have been used? /What makes it fun or easy to use? Class discussion: what was your favourite puppet and why?
SUPPORT AND CHALLENGE	S – Talk frames to help children explain their thinking / adult led modelling "This puppet is made of…" " I think it is good because…" "It moves by…"

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	C – Comparing puppets "which puppet is easiest to control?" How are shadow puppets and hand puppets different?		
KEY VOCABULARY	Entertain Rod/stick puppets String puppets Hand/finger puppets Ventriloquist puppets Shadow puppet	**RESOURCES**	Links to puppet videos – DT flipchart Variety of puppets – finger, hand, stick, shadow, string and rod. Puppet observation sheets.
LESSON 2 QUESTION	**What makes a good hand puppet?**		
KEY KNOWLEDGE	**To know that designers talk about their products during the development process to improve their ideas** • Designers talk about their products during the development process to improve their ideas. • Products, including puppets, must meet a certain criteria to be 'fit for purpose' or work. • Hand puppets must be sturdy but flexible in order to be moved and acted out with.		

RICH TASK	Show a few hand puppets and discuss as a class:
	"What do you notice about them?"
	"How do we use a hand puppet?"
	"What makes this puppet fun to play with?"
	
	Children explore different hand puppets in small groups.
	Key Questions:
	• What materials are used?
	• How is it joined? (sewing, glue, etc.)
	• Is it easy to put on and move?
	• Is it colourful or decorated?
	• Does it look like a character?
	
	Recording Ideas:
	• Draw or label one puppet they liked.
	• Write or dictate 1–2 things that make it "good."
	• Use sentence starters:
	  • "It is soft so it feels…"
	  • "It moves when I…"
	  • "I like it because…"
	
	Class discussion to gather findings – key questions:
	• "Which puppet did you like best and why?"
	• "What would make it even better?"
	• "If you made your own hand puppet, what would you include?"
	• Scribe shared answers on a class flipchart		

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SUPPORT AND CHALLENGE	S – sentence starters C – suggest improvements for puppets		
KEY VOCABULARY	Product, design, puppet, fabric, soft, join, move, design, character	**RESOURCES**	Selection of hand puppets Evaluation sheet
LESSON 3 QUESTION	**Can I design a hand puppet, thinking about what it looks like from the front and the back?**		
KEY KNOWLEDGE	To know that before a product can be made it needs to be designed on paper or on computer.		
RICH TASK	Review hand puppets from previous session and look back at class success criteria. Key Questions: What stories could you tell with this puppet? What does the puppet need so we know what character it is? Share ideas for new puppet characters / designs. Children to draw and colour their puppet idea using design template with front / back outlines. • Choose a character (e.g. animal, person, fairy tale figure, made-up creature). • Decide how it will look from the **front and back**. • Add decorations (buttons, ears, tail, cloak, etc.) • Label key features (eyes, mouth, arms, decorations, etc.)		
SUPPORT AND CHALLENGE	S – character prompt cards C – label materials that will be used		
KEY VOCABULARY	Design, puppet, front, back, fabric, character, decorate, story, materials, features.	**RESOURCES**	Selection of hand puppets Design template
LESSON 4 QUESTION	**Can I sew a straight stitch to join two pieces of fabric?**		
KEY KNOWLEDGE	To know how to join materials together using glue/ staples/ sewing To know that some tools can be dangerous To know how to use tools safely		
RICH TASK	Model how to do a simple running/straight stitch. Show examples of what good stitches look like. Discuss being safe: • Needles are tools, not toys. We hold them carefully, sit, and work safely. In small guided groups use sewing cards made from card with pre-punched holes. Practice going "up and down" with wool or thick thread. Key question – how will this help us when we make our puppets?		

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SUPPORT AND CHALLENGE	S – visual step cards C – explain steps to a partner		
KEY VOCABULARY	Needle, thread, stitch, straight, fabric, careful, pull, push, safe, sew, join.	**RESOURCES**	Thread Plastic needles Practice sewing card with holes pre-punched
LESSON 5 QUESTION	**Can I use a straight stitch to sew the edges of my hand puppet?**		
KEY KNOWLEDGE	• To know the names and uses of a variety of tools used to make a stick puppet- saw/glue gun/stapler/needle and thread. • To know how to join materials together using glue/ staples/ sewing • To know that some tools can be dangerous • To know how to use tools safely		
RICH TASK	Remind children how to do a straight stitch and how to thread a needle. Model: • Placing the two felt pieces together • Starting from the inside edge • Pulling gently and keeping stitches close together • Working slowly and safely Remind children about working safely • Needles stay in the tray or fabric when not in use. • Sit down while sewing, keep hands and work in front of you. Children work in small adult led groups: • Match front and back of their felt puppet. • Thread the needle (with support). • Start stitching around the edge—leave bottom open for the hand		
SUPPORT AND CHALLENGE	S – puppet halves pinned together C – making small even stitches		
KEY VOCABULARY	Needle, thread, fabric, join, stitch, sew, felt, edge, running stitch, careful, puppet.	**RESOURCES**	Pre-cut felt puppet shapes (2 per child – front and back) Large, blunt/tapestry needles Embroidery thread or wool Threading boards or needle threaders Pins or clips to hold pieces together Example puppet model
LESSON 6 QUESTION	**Can I evaluate my puppet design?**		

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<table>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">To know that products (puppets) are evaluated by others before final use and could be modified.</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Make felt hand puppets joined using straight stitch and decorated to meet criteria of designs.

Children to add features to their puppet following their design plan (hot glue gun – work with an adult).

Children use simple evaluation sheets or sentence frames to reflect.
Prompts:
• “What went well?”
• “What is the same as your design?”
• “What is different?”
• “What would you change or do next time?”
Children can draw and label, write short phrases, or dictate to an adult.

Share finished puppets as a class / go on a puppet parade around the school
Share puppet with a partner and evaluate each others (adult scribe into speech bubbles)
“What details did they remember from their plan?”
“What do you like about the puppet design?”</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – scaffolded sheet with tick boxes
C – what would you do differently next time?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Decorate, embellish, design, compare, glue, felt, buttons, evaluate, features, match, different, same.</td><td>RESOURCES</td><td>Hot glue gun
Sequins
Pipe cleaners
Google eyes
Material offcuts
Glitter
Buttons
Wool
Ribbon

Design evaluation sheet</td></tr>
</table>