

Year 2 Term 4

How do you know something is good?
DESIGN TECHNOLOGY



buttons, beads, sequins, ribbons or colouring fabrics using a range of techniques, e.g. printing, painting. Investigate and analyse a range of existing puppets and create design criteria for their own puppets. Evaluate their finished puppets against their own design criteria and consider the views of others to improve their work.

Long-term Memory Knowledge

Understand that people use different types of puppets (glove puppet, shadow puppet and string puppet) to help retell stories.
Demonstrate how to attach a template successfully and use to draw around a shape.
Know that materials can be joined together and decorated in different ways to make puppets.
Demonstrate that you can evaluate the object you have made by checking it against the design criteria.

Key Vocabulary

puppet	A moveable character of a person or animal.
glove puppet	A puppet that fits on a hand: the wearers fingers operate the head and arms of the puppet
mock-up	first draft of the model using a cheaper material – an opportunity to try out ideas
template	A way to mark out and copy a shape.
Join	To put two pieces of material together.
sew	Join two pieces of fabric together with stitches
design criteria	A list of features that make a successful design.

Progression in Resources

paper for templates, felt, thread, needles, glue
Staples, tape, buttons, beads, sequins, ribbon and fabric paint

National Curriculum Links

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
Select from and use a wide range of materials and components, including textiles and according to their characteristic.

Essential Prior Learning

Children have joined different materials including paper and card and explored different ways of doing this – they are starting to recognise that some methods may be better than others, depending on the intended outcome.
Children have followed a design brief: they have planned and made something to meet given criteria.

Progression in Skill

Puppets have been used in different places around the world to tell stories for years.
Explore the best way of using templates: draw round, attach with pin or tape.
Choose appropriate decorations to suit both the design brief and the materials used, e.g. attaching

Relevance

Now	Children develop their understanding that designers choose materials and processes to suit their purpose; they understand the link between a product and its purpose, asking themselves, are the decisions I'm making going to mean my product is fit for purpose? They see that something can be useful and a thing of beauty.
Future	Children select, with confidence, materials and processes to suit their intended outcome; they can use a needle and thread with some confidence to repair items or create something new.
Aspiration	Children will aspire to become designers using a range of textile materials. They may choose to work in the fashion industry or in creating toys; they may develop a love of the theatre and work in puppetry.