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| Reception | |
| **Weaving** | |
| **Links made with other subjects** | Mathematics – patterns, length, height Understanding the world - Knows the properties of some materials and can suggest some of the purposes they are used for, know the difference between man-made vs. natural  Expressive Arts and Design – collage/texture, selecting materials |
| **The BIG Question** | Can you weave using different materials? |
| **The BIG Outcome** | To manipulate materials to achieve a planned effect |
| **DT objectives**  (link to NC) | Design   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Make   * 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 construction materials, textiles and ingredients, according to their characteristics   Evaluate   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   Technical knowledge   * Build structures, exploring how they can be made stronger, stiffer and more stable * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| **Prior knowledge** What prior knowledge is needed for children to be successful in this unit? | This unit builds on children’s early exploring of working with a range of materials and joining products within EYFS settings and learning how to follow simple oral instructions. |
| **Future learning** Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:  Year 1 – making a kite  Year 2 – making a puppet  Year 3 – making a bookmark  Year 4 – making a pencil case  Year 5 – making a drawstring bag  Year 6 – making a Viking sheath |
| **DT strands** | Design   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |

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| **Vocabulary/ Glossary** | Weight, colours, textures, shapes, in, out, weave, plastic, ribbon, wool, foil, layer, thread, string, pattern, design, |
| **Knowledge**  (see italics for knowledge to remember)  Numbers used are the LO for the lesson. | The knowledge that children will learn and remember:   1. Investigate and analyse a range of existing products.    * Show images of different weaving styles. – See curriculum folder – DT – Reception – recycled weaving photo pack.pdf.    * How do you think this is created?    * What is it used for?    * Are they made in the same way? What is the same? What is different? 2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.  * Explain to children they will design their own weaving product today. Show an example and discuss with children that they need to think about colours, shapes and patterns when designing. * Brainstorm the materials they might need as a class. * Children to use a simple rectangle template to design their product.  1. Use a range of tools and equipment to perform practical tasks accurately.  * Set up a table of a range of materials to use. * Children to select material/s to use to weave. * For a range of styles and based on ability, teacher to select how many pieces of material children can choose. * Encourage them to look at the different types of materials. Can they name the materials, and can they recognise what the strip used to belong to? |

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|  | 1. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. 2. Gather all of the equipment and materials that they will need. Use simple finishing techniques suitable for the product they are creating. 3. *Know and explain how to create a weaving pattern* (children to think and talk through how their product is used and what holds it together.) 4. Ask children to take out the designs. Give children a few minutes to look through their plan to remind themselves of what they need to do. 5. Explain that today they will be following their designs to make their weaving product. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas. 6. Show children some of the different steps they will be taking when they make their product. As a class, discuss which order these steps should be taken in. 7. Write notes for children’s responses: What will you do if you have a problem while you are making your kite? How can you make sure you stay safe while you are making your kite? How can you make sure your kite ends up looking like your design? 8. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria. 9. Ask children to recap and discuss with a partner how they weaved. 10. Ask children what they think evaluation means and explain the word to your class. 11. Explain to children that designers always evaluate their work so they can make sure they don’t make the same mistakes in the future and to improve their creations. 12. Ask children questions about the designing and construction process, such as: What was the easiest step when weaving? What was the hardest? What do you like and dislike? What would you change? |
| **SEND expectations** Adult support where possible.  Success to be determined by outcome. | The knowledge that children will learn and remember:   1. Investigate and analyse a range of existing products.    * Show images of different weaving styles. – See curriculum folder – DT – Reception – recycled weaving photo pack.pdf.    * How do you think this is created?    * What is it used for?Are they made in the same way? What is the same? What is different? 2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.  * Explain to children they will design their own weaving product today. Show an example and discuss with children that they need to think about colours, shapes and patterns when designing. * Brainstorm the materials they might need as a class. * Children to use a simple rectangle template to design their product.  1. Use a range of tools and equipment to perform practical tasks accurately.  * Set up a table of a range of materials to use. * Children to select material/s to use to weave. * For a range of styles and based on ability, teacher to select how many pieces of material children can choose. * Encourage them to look at the different types of materials. Can they name the materials, and can they recognise what the strip used to belong to?  1. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. 2. Gather all of the equipment and materials that they will need. Use simple finishing techniques suitable for the product they are creating. 3. *Know and explain how to create a weaving pattern* (children to think and talk through how their product is used and what holds it together.) 4. Ask children to take out the designs. Give children a few minutes to look through their plan to remind themselves of what they need to do. 5. Explain that today they will be following their designs to make their weaving product. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas. 6. Show children some of the different steps they will be taking when they make their product. As a class, discuss which order these steps should be taken in. |

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| **Resources** | * Cardboard to weave the material through * A range of materials * Scissors |