



School name: _____ FOUNDATION PLANNING YEAR A



Theme: _____

Year: _____

Term: Autumn 2

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
	X									

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>L.O. To explore and evaluate a range of existing products</u></p> <p><u>Success Criteria:</u> I can use my knowledge of existing products and my own experiences to generate ideas. I can design products that have a purpose and are aimed at an intended user. I can work within a range of relevant contexts, for example, imaginary, story-based, home, school and the wider environments. I can to relate the way things work to their intended purpose To talk about how the working characteristics of materials relate to the ways materials are used.</p>	<p><u>Introduction</u> Share a variety of postage packages and a variety of wrapping paper with the children in a circle. Discuss how they can be compared to each other. What is the same? What is different? Try wrapping some objects using the paper with your partner. Which is best? Why? Which box is the most secure? Why? Could we use a shoe box to send something in?</p> <p><u>Main Teaching</u> Use these discussions to decide on design criteria for wrapping paper, thinking about which criteria is most important (e.g. does not tear easily, folds easily, can be stuck securely with Sellotape, can withstand a little bit of rain, has a repeating pattern, looks Christmassy).</p> <p><u>Activity</u> Explain design task: to design and make our own wrapping paper to wrap a small present for someone (link to RE, making gift for others less fortunate, e.g. homeless/old people's home). Ask the children create a list of qualities in their topic books that their design will have to be based on the discussion we just had as a class. Take pictures of their exploration for their topic books.</p>	IWB Paper Pencils How to find Gold story book Camera - photos	

Plenary

Ask the children if they can think of any paper types that would meet the criteria.

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2	<p><u>L.O. To Generate, develop, model and communicate their ideas through talking, drawing, templates</u></p> <p><u>Success Criteria:</u> I can use my knowledge of existing products and my own experiences to generate ideas. I can design products that have a purpose and are aimed at an intended user. I can work within a range of relevant contexts, for example, imaginary, story-based, home, school and the wider environments. I can explain how my product will look and work through talking and annotated drawings.</p>	<p><u>Introduction</u> (Before this session it would be wise to set up different testing stations. E.g. a station to test the glue on the paper, a Sellotape station, a folding station, a cutting station, and how easy it is to transfer a design onto the paper)</p> <p>Recap the previous lesson with the children and revisit the different success criteria of the wrapping paper with the children – what does it need to do? Use their feedback and ideas to create a table on the IWB with the qualities and the different types of paper they are going to be testing.</p> <p><u>Main Teaching</u> She the children the different testing stations and model using one. Give each child a specific set of different types of paper and model testing them at one of the stations. Model talking through the results and the testing and then demonstrate filling in the table with the results – this needs to be really simple, just a yes or no answer.</p> <p><u>Activity</u> Send the children off in groups and rotate them around the different testing stations, giving the children plenty of time to fill in their tables.</p> <p><u>Plenary</u> Ask the children to choose the paper type they would like to use for their packaging design based on their research today. Children to write a sentence explaining their choice in their topic books.</p>	IWB Paper Pencils Different types of paper.	

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3	<p><u>L.O. To explore decoration.</u></p> <p><u>Success Criteria:</u> I can use my knowledge of existing products and my own experiences to generate ideas. I can begin to select from a range of hand tools and equipment. I can explain how my product will look and work through talking and annotated drawings. I can select from a range of materials, textiles and components according to their characteristics.</p>	<p><u>Introduction</u> (Before this session you will need to have all the different types of paper from the previous session in order for the children to test their decorations on their chosen packaging.)</p> <p>Tell the class that during this session they will find out about the following ways of decorating their packaging: pens, pencil, paint, stickers and collage.</p> <p><u>Main Teaching</u> Organise five “exploration” stations in the room and divide the class into groups of eight. Explain that the group will visit each of the stations to explore that particular method of surface decoration and that each group will then reconvene with the examples from the exploration and be able to discuss the advantages and disadvantages of each method. The children should be fine with this as it is similar to what we did last week.</p> <p>Model filling out the new table in front of the children at one of testing stations, make sure the children take their paper with them as this will be stuck in their books.</p> <p><u>Activity</u> Send the children off in groups to test out the different decorations for their packaging and allow them enough time to fill in the table too.</p> <p>Put any explorations on display to act as a class reference collection for making design decisions about the decoration to use for their packaging</p> <p><u>Plenary</u></p>	<p>IWB Paper Pencils Glue Scissors Cardboard Egg box for testing Cellotape</p> <p>Camera - photos</p>	

		Once the chn have finished this session they will be able to decide how they are going to decorate their packaging as well as what lid structure they are going to use. Ask the children to write down a sentence in their books describing which decoration worked best on their chosen paper and why they are going to use it.		
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4	<p><u>L.O. To design a product.</u></p> <p>Success Criteria:</p> <p>I can begin to select from a range of hand tools and equipment.</p> <p>I can select from a range of materials, textiles and components according to their characteristics.</p> <p>I can cut, shape, and score materials with some accuracy.</p> <p>I can assemble, join and combine materials.</p> <p>I can demonstrate how to cut, shape and join fabric to make a simple product.</p>	<p><u>Introduction</u></p> <p>Through class discussion confirm each child's choice of paper and ensure that he/she has thought about the following:</p> <p>Can the paper fold?</p> <p>Does the Sellotape stick to the paper easily?</p> <p>Does the glue stick to the paper easily?</p> <p>Does the decoration stay on the paper easily?</p> <p>Does it look Christmassy?</p> <p>Can it withstand a little bit of rain?</p> <p>Does it have a repeating pattern?</p> <p>Remind the children of all of these before they start designing.</p> <p><u>Main Teaching</u></p> <p>Each child will design four different packaging ideas on one page. Model designing one on the board and annotating it with different materials/all the things you are going to need in order to make the packaging. This includes the type of paper you are using and the decorations you are using.</p> <p><u>Activity</u></p> <p>Send the children off to stat their designs. Make sure that each design has something different about it so they are not all the same and that the designs are all labelled.</p> <p><u>Plenary</u></p> <p>Once the children have made four different designs, they can choose their favourite which they will then begin making next week. Ask them to write a short sentence in their books describing their favourite design and explaining why. Make sure they are really clear on the fact that this is the design they will be making next week.</p>	<p>IWB</p> <p>Paper</p> <p>Pencils</p> <p>Design sheet</p> <p>Glue</p> <p>Scissors</p> <p>Cardboard</p>	

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5	<p><u>L.O. To follow a design to create a product.</u></p> <p><u>Success Criteria:</u> I can begin to select from a range of hand tools and equipment. I can select from a range of materials, textiles and components according to their characteristics. I can cut, shape, and score materials with some accuracy. I can assemble, join and combine materials. I can demonstrate how to cut, shape and join fabric to make a simple product.</p>	<p><u>Introduction</u> Tell the children they are going to start making their packaging this week. They will need to follow their design carefully in order to create their box.</p> <p><u>Main Teaching</u> Model using a design to start creating the packaging – are you going to be drawing your own design, how big does it need to be? Model sketching it out first in pencil first and then adding the decoration. How big does our packaging need to be to cover the box we are going to be covering?</p> <p>Explain to the children that we will need to cut our packaging to size and teach them how to use ruler/pencil/scissors or rota trim to cut paper to roughly A4 size.</p> <p><u>Activity</u> The children will begin making their packaging and their wrapping paper. Allow significant time for this, it might go across two sessions.</p> <p><u>Plenary</u> Complete a learning walk with the children and ask them share their opinions on what they liked about other children’s packaging design. Discuss respectful feedback.</p>	<p>IWB Paper Pencils Designs from previous lesson. Glue Scissors Cardboard Cellotape Paint Paint brushes Sitckers</p> <p>Camera – photos</p>	

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6	<p><u>L.O. To test and evaluate a product design.</u></p> <p><u>Success Criteria:</u> I can begin to select from a range of hand tools and equipment. I can select from a range of materials, textiles and components according to their characteristics. I can cut, shape, and score materials with some accuracy. I can assemble, join and combine materials. I can demonstrate how to cut, shape and join fabric to make a simple product.</p>	<p><u>Introduction</u> Remind the children what they were completing last week and explain to them we are going to finish creating our packaging today.</p> <p><u>Main Teaching</u> Allow the children about 15 minutes to finish their packaging and then bring them back to the carpet. Explain to the children that they are now going to put their packaging to the test by using it to wrap a package! (Before this session it will be good to ask parents to send in old cardboard boxes in a range of sizes) Model using a piece of packaging to wrap a box.</p> <p><u>Activity</u> Children are to use their packaging (will advise using water colour paints as these will dry a lot quickly) to wrap a package.</p> <p><u>Plenary</u> Ask the chn to complete the evaluation form of their packaging detailing two things they like about their packaging and one thing they would improve next time. HA children could also go on to explain what they really enjoyed and what they found tricky. This can be done in terms of the design itself but also how well it worked whilst being used. Give the children plenty of time to complete this – if they don't get it done they can finish in the next lesson.</p>	<p>IWB Paper Pencils Designs from previous lesson. Glue Scissors Cardboard Cellotape Paint Paint brushes</p> <p>Camera – photos</p>	

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7	<p><u>L.O. To create a new stamp</u></p> <p><u>Success Criteria:</u> I can begin to select from a range of hand tools and equipment. I can select from a range of materials, textiles and components according to their characteristics.</p>	<p><u>Introduction</u> Now that we have finished our packaging and evaluate it and we know that the packages are ready to be sent, we need to make sure they have a stamp on them!</p> <p>On the IWB and in person, show the children a variety of different stamps and explain their purpose (they prove you have paid for the item to be sent, they determine how quick they item will be sent etc.) Discuss the different design choices, (The queen, special edition ones etc) and any specific details the children pick out.</p> <p><u>Main Teaching</u> Explain to the children that they are going to be making their own stamps today – they can make it Christmas themed, or in keeping with the story and maybe they want to put the Jolly Postman on there. Model filling in your own design on the template and deciding whether or not it is a 1st class stamp – how quickly do we want our packages to be sent?</p> <p><u>Activity</u> The children we create their own stamps using the stamp template.</p> <p><u>Plenary</u> Children to stick their stamps on to their packaged (HA can add a fake address too if there is time). Make sure you take a picture of their finished products for their topic books. The children can then ‘post’ their packages for the jolly postman to collect.</p>	IWB Packages from previous lesson Stamp template.	

