
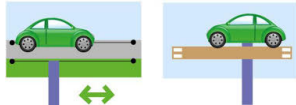
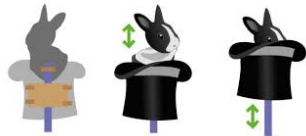



Caroline Haslett Primary School - DT		
Topic: Mechanisms	Year 2 - Summer Term	Rod puppets

Knowledge		Vocabulary	
<ul style="list-style-type: none"> A rod puppet is constructed around a central rod secured to the head. A rod puppet is controlled by the puppeteer moving the metal rods attached to the hands of the puppet (or any other limbs) and by turning the central rod to the head.  <ul style="list-style-type: none"> A ventriloquist is a puppeteer who interacts with his puppets right in front of everyone, creating the illusion that the puppet is doing its own talking. A lever is an up/down movement. A slider is a left to right movement. 		<ul style="list-style-type: none"> Function-to work or operate in a particular way. Rod puppet-a puppet controlled using metal rods. Ventriloquist-a puppeteer who creates the illusion a puppet is talking. Movement-an act of moving. Trigger-a small device that sets off a mechanism. Slider-a knob that moves an item from side to side.  <ul style="list-style-type: none"> Lever-a rigid bar that moves an item up and down. 	
Design, make, evaluate			
<ol style="list-style-type: none"> Generate ideas from previous experiences. Understand a rod puppet is different to a finger puppet (year 1). Focus on what triggers the movement of the puppet. Design a rod puppet to help re-enact a story. Think about its aesthetic appearance and its function (how the movement will be controlled). Make a rod puppet. Consider suitability of materials. <ul style="list-style-type: none"> Coloured tissue paper Newspaper Toilet roll tubes Cane sticks Feathers Buttons String Felt Rubber bands Sellotape Glue Scissors Colourful materials Evaluate. 			
Skills			
<ul style="list-style-type: none"> Select appropriate tools, materials, equipment and components to help make a rod puppet. Create a lever mechanism. Demonstrate a range of cutting, folding and shaping techniques. Apply the most appropriate joining technique. 			

Skills	
Design	<p>Have their own ideas and plan what to do next.</p> <p>Explain what they want to do and describe how they may do it.</p> <p>Explain purpose of product, how it will work and how it will be suitable for the user.</p> <p>Describe design using pictures, words, diagrams.</p> <p>Design products for themselves and others following design criteria.</p> <p>Choose the best tools and materials, and explain choices.</p> <p>Use knowledge of existing products to produce ideas.</p>
Make	<p>Explain what they are making and why it fits the purpose.</p> <p>Make suggestions as to what they need to do next.</p> <p>Join materials/components together in different ways.</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools they are using and why.</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make the product look good.</p> <p>Work safely.</p>
Evaluate	<p>Describe what went well, thinking about design criteria.</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <p>Evaluate how good existing products are.</p> <p>Talk about what they would do differently if they were to do it again and why.</p>
Mechanisms	Create levers.
Construction and materials	<p>Use a range of cutting, folding and shaping techniques.</p> <p>Cut materials accurately and safely by selecting appropriate materials.</p> <p>Use appropriate cutting and shaping techniques.</p> <p>Select appropriate joining techniques, such as glue..</p>
Textiles	<p>Measure, cut and join textiles together to make a product, and explain how they did it.</p> <p>Carefully cut textiles to produce accurate pieces.</p> <p>Explain choices of textile.</p> <p>Decorate textiles to add colour and detail.</p>