

Plan and draw your idea

Lesson at a glance

Open by holding up a soft-cover book that will not stand, or letting crayons roll across the desk, and ask who might need a little helper. Model a quick book-prop sketch with labels, then rub it away. Pupils choose a book prop or crayon basket, talk with a partner about who it is for, and complete the Design Brief page: a big labelled drawing, a named user, and two materials chosen after handling the sample tray. Close with a paired share using sentence stems.

Learning objectives

- Draw a simple labelled plan for a helper object
- Name who the helper is for and which materials would be used
- Tell a friend about the design plan in clear words

Before the bell – prep

Print one Design Brief page per pupil and set a sample-materials tray (card, tape and similar soft scraps) on each table before the bell. Write the word bank on the board: base, stand, basket, handle, card, tape. Have a soft-cover book or a few crayons ready for the hook.

Materials

Item	Qty	Per	Source	Low-cost substitute
Investigation Journal Design Brief page	1	pupil	classroom	a sheet of plain A4 paper with large headed spaces: Who it is for, My drawing, Labels, Materials
coloured pencils or crayons	1	pupil	classroom	ordinary pencils only
sample materials trays (card offcuts, paper cups, sticky tape, fabric scraps, lolly sticks, string or wool, small box pieces)	1	group	classroom	any clean junk-modelling scraps from the art cupboard or home recycling, shared in small piles per table
soft-cover book and a few crayons for the hook	1	class	classroom	any classroom book that will not stand open, plus pencils instead of crayons
board word bank (base, stand, basket, handle, card, tape)	1	class	classroom	six sticky notes or a strip of paper stuck under the board with the same words

**Safety watch-point**

Handling sample materials only today — no scissors, cutting or joining. Keep trays in the middle of tables so pupils glance or touch without queuing or waving scraps.

**Teaching moves**

- **Getting Started:** Hold up the wobbly book or let crayons roll gently. Ask only What problem do you notice? and Who might need a helper? Do not hand out pages or trays yet — keep the beat to the real desk problem.
- **What makers draw first:** Reveal design drawing and label one line at a time against a live board sketch of a book prop (wide base, tall stand). Name materials aloud, then rub the sketch away. Return to Why do makers draw first? and revoice answers about sharing the idea and choosing parts before building.
- **Imagine your helper:** Give one quiet think minute, then partner talk. Circulate for a real person and a real need, not only a cool shape. Prompt: Who is it for? Book prop or crayon basket? What is one part it must have? Take two or three pairs to feed back.
- **Draw your labelled plan:** Hand out Design Brief pages now. Give each table one minute to handle the tray (feel only — no building), then remodel one big labelled shape and rub it away. Point to the headed spaces: draw big, two labels, who it is for, two materials. Kneel beside tiny drawings and say Make the helper as tall as your hand, then name two parts.
- **Tell a friend about your plan:** Offer stems: My helper is for... This part is the... I would use... because... Partner listens, gives one kind comment and one curious question. If a pair shares at the front, ask the class What label did you hear? Which material did they choose?

**What it should show**

A successful plan shows a large simple helper (book prop or crayon basket), at least two clear labels, a named user, and two materials that could really make it (e.g. card and tape). Tiny corner sketches or decoration with no labels need a prompt to redraw bigger and name parts. Materials that could not hold or catch anything can be gently redirected to the tray.

**Misconceptions & interventions**

- **Pupils draw a tiny picture in the corner or decorate without any labels.** — Praise a large simple drawing with two clear labels over a fancy picture with none. Point to the word bank and say Make it as tall as your hand, then write base and stand (or basket and handle).
- **Pupils jump straight to a cool shape and never name who the helper is for.** — Ask Who will use this? and What problem do they have? Point to the who-it-is-for space on the Design Brief and have them write or dictate one name before adding more detail.



Differentiation

Emerging	Developing	Proficient
• Scribe labels and the user name; point to the board word bank so they copy base, stand, basket, handle, card or tape. • Let them choose only from the two named helpers and point to a classmate as the user.	• Add a short why beside one material (stiff, soft, strong) after handling the tray.	• Add a third label or one extra feature (soft lining, name tag) as long as the main job stays clear. • In the partner share, ask Where will the book rest? or How will the crayons stay in?

Cross-curricular hook

Links to English oral language — pupils use sentence stems to explain a plan clearly to a partner.