

Plan and draw your idea

Lesson at a glance

Open by holding up a wobbly soft-cover book or letting crayons roll across the desk and ask who needs a helper. Model a quick labelled book-prop sketch on the board, then rub it away. Pupils choose a book prop or crayon basket, handle the sample-materials tray, and draw a large labelled plan on the Design Brief page naming the user and two materials. Close with a paired share using the 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 (or pre-draw four headed spaces on plain paper). Assemble one sample-materials tray per table with card and tape scraps for handling only. Plan the shared word bank: base, stand, basket, handle, card, tape. Have a soft-cover book and a few crayons ready for the hook.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
Investigation Journal Design Brief page	1	pupil	provided printable	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 trays only today—no scissors, cutting or joining. Keep trays in the middle of each table so pupils glance or touch without queuing or taking pieces away.



Teaching moves

- **Getting Started:** Keep it to three minutes. Hold up the wobbly book or roll a few crayons and ask ‘What problem do you notice?’ and ‘Who might need a helper?’ Hold back materials, rules and drawing until later so pupils talk about the desk problem first.
- **What makers draw first:** Keep the board sparse—two words at a time. Sketch a big book prop live, label base and stand, name card and tape, then rub it away. Offer the crayon-basket alternate in one spoken line so both paths feel equal. Revoice ‘Why do makers draw first?’
- **Imagine your helper:** One minute quiet think, then partner talk. Circulate for a real person and a real need, not only a cool shape. Prompt: Who is it for? What problem do they have? Book prop or crayon basket? What one part must it have?
- **Draw your labelled plan:** Hand out Design Brief pages, confirm trays are on tables, write the word bank, then give one minute of handling only—no scissors or building. Remodel one big labelled line, rub it away, and set pupils to draw. Kneel beside tiny drawings and say ‘Make it as tall as your hand, then name two parts.’ Scribe labels from the word bank as needed.
- **Tell a friend about your plan:** Offer stems aloud: My helper is for... This part is the... I would use... because... Partner listens, then gives one kind comment and one curious question. When a pair shares at the front, ask the class what label and material they heard—watching counts as participation.
- **What we learned:** Celebrate the board line, then revoice three class ideas: clear drawing before making, labels name parts, start with a real person and real materials. Ask once where else people use plans. Design Brief pages stay in the Investigation Journal; return tray materials uncut.

What it should show

Most pupils produce a large simple drawing of a book prop or crayon basket with at least two labels (e.g. base/stand or basket/handle), a named user, and two buildable materials such as card and tape. Tiny corner sketches or decoration with no labels are the common miss—redirect to hand-tall drawings with two named parts.

Misconceptions & interventions

- **I draw a tiny picture in the corner or make it fancy with no labels.** — Kneel beside them and say ‘Make the helper as tall as your hand on the page, then name two parts.’ Point to the board word bank so they can copy base, stand, basket or handle.
- **I draw a cool shape but forget who it is for or what materials would make it.** — Point to the headed spaces on the Design Brief page and ask ‘Who will use this?’ then ‘Which two things from the tray would you build with?’ Affirm card or tape when they match the job.

**Differentiation**

Emerging	Developing	Proficient
Let the pupil choose only from the two named helpers and point to a classmate as the user; scribe labels from the board word bank while they draw the big shape.	Prompt a short 'why' for one material (card is stiff; tape holds the join) once two labels and a named user are in place.	Add a third label or one extra feature (soft lining, name tag) as long as the main job stays clear; stretch the partner share with 'I would use... because...'

Cross-curricular hook

Ties to English oral language—pupils rehearse clear sentences naming parts and materials for a partner using the stems.