

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT - Textiles Year: A – Summer (LKS2)

NC/PoS:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces.
- Select from tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.
- select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Prior Learning (what pupils already know and can do)

- Know how to design a product which requires them to use templates and joining techniques and can explain the user and purpose. For example: a puppet for themselves.
- Know how to draw an annotated sketch of their puppet and can label it with materials and key parts (joining techniques, gap for hand to go, appealing qualities).
- Know how to create templates that were used to create the final product
- know how to select from PVA glue, glue sticks, staples, pins, stitching techniques and scissors to cut and join materials (fabric)
- Know a variety of real-life items that use a variety of joining techniques such as books, clothes etc and can explain why the joining technique is effective.
- Know if their puppet is suitable for the intended user and purpose. They can discuss if it is appealing and functional. They can offer a way to improve their card with some guidance where required.

End points (what pupils MUST know and remember)

- Know how to design a 3D textiles product using a 2D shapes and can explain the user and purpose. For example: pencil for themselves when they go to a fair
- Know how to draw an annotated sketch of a pencil case using 2D shapes as a basis and can label it with materials and strengthening solutions.
- Know how to make a pattern-pieces for their pencil case using paper.
- Know how to select from PVA glue, glue sticks and scissors to cut and join materials (card and cardboard). They can use card or paper straws to strengthen their structure.
- Know if their pencil case is suitable for the intended user and purpose. They can offer a way to improve their pencil case.

Key Vocabulary

Textiles, applique, embroidery, pattern-pieces, template, seam, seam allowance, evaluate

Session 1:

Evaluating existing products

- Look at existing textiles products, including pencil cases. Evaluate the stitches used and look at any fastenings – buttons, zips etc.
- Consider the 2D shapes that have been used to create the different products, do they use the same shape or a variety of shapes?

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- Consider the user, purpose and appeal of each of the products, can you tell which ones have been designed for a child or an adult? Do they have any clear differences which show their intended user or purpose? Maybe they're a brighter colour or have a larger, more robust zip for a child etc.

Vocab: textiles

Session 2:

Practising skills

- Practise a range of stiches – backstitch, running stitch, backwards running stitch, over sew stitch and blanket stitch. Demonstrate the need for a seam allowance. Evaluate the effectiveness of the different stitches.
- Explore a variety of materials, consider their properties: waterproof, rigidity, strength. Consider their finish, would it be a suitable or appealing product for a pencil case? E.g. silk/satin would not be appropriate as it is too flimsy.
- Practise finishing techniques such as embroidery and applique.

Vocab: embroidery, applique

Session 3:

Designing

- Design: Can you design a textile product considering how to join two pieces of fabric securely?
- Through discussion with peers and adults develop a design criterion, this should consider: Who is the intended user and what is the purpose of the pencil case? What materials will you use? How will it be joined? How will it be strengthened? How will it be finished?
- Present ideas through annotated sketches and pattern-pieces.
- Ensure allowance for a seam has been included.
- Innovation: Have you considered how to make the project different and better than others of the same kind?
- Individual liberty – children are encouraged to make their products different and unique.

Vocab: pattern pieces, template, seam, seam allowance

Session 4:

Making

- Children will select from and use appropriate tools to accurately measure, mark out, cut, shape, join and strengthen their pencil cases using fabric, scissors, needles and thread.
- Children will use finishing and decorative techniques suitable for the product they are designing and making in order to make it appealing e.g. embroidery and applique.
- Resilience – during the entire making process, we discuss keeping on trying and never giving up even if the task gets tricky.

Vocab: embroidery, applique, pattern pieces, template, seam, seam allowance

Session 5:

Evaluating

- Evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development.
- Carry out appropriate tests – Does the pencil case securely hold pencils/pens/rubbers etc? Is it long enough and wide enough for the items?
- Evaluate: Did the chosen joining technique work for the product? What are the areas of strength and improvement?
- Functionality: Does the product work for the intended purpose? Is the product appealing to

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

| |
|--|
| the eye as well? |
| Vocab: evaluate |
| Future learning this content supports: UKS2 – Textiles: Combining different shapes. |