

Design Technology

Textiles Year 5

National curriculum	Vocabulary
<p>KS2</p> <p>Design To 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. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>backstitch products</p> <p>blanket stitch running stitch</p> <p>Thread sewing</p> <p>needle specification</p> <p>cross stitch</p> <p>design</p> <p>designers</p> <p>fabric</p>

Investigate Technical knowledge	Design	Make	Evaluate
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Year 5 / 6

<ul style="list-style-type: none"> - specification to guide their thinking Ask questions about products Develop a simple design 	<p>Generate innovative ideas, drawing on research</p> <ul style="list-style-type: none"> -Make design decisions, taking account of constraints such as time, resources and cost 	<ul style="list-style-type: none"> -Demonstrate resourcefulness when tackling practical problems -Use a range of stitches including, running, back stitch, cross stitch and blanket stitch. -Measure and mark out accurately. 	<ul style="list-style-type: none"> -Evaluate their ideas and products against their original design specification -Evaluate it personally and seek evaluation from others.
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What stitch did you pick and why?
How is your design like your final product?
Explain about the stitches you have used?
Who is your product for?
How much would your product cost?

Learning Objective	Lesson outline
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<p>Lesson 1: Investigating/ practical skills</p> <p>LO: To generate ideas for product by using research.</p> <p>To know how to sew different stitches with some degree of accuracy.</p> <p>DT Skills: Ask questions about products</p>	<p>Create design criteria; aesthetics, target market, quality and functionality.</p> <p>Introduce idea of making their own book mark using binca and a range of stitches. Children to look at a range of images of book marks crafted this way.</p> <p>Research</p> <p>Identify different stitches including:</p> <p>Running stitch, back stitch, cross stitch, blanket stitch.</p> <p>Remind children how to start/ anchor thread.</p> <p>Children practise running and back stitch on sampler.</p> <p>Use template in folders</p>
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<p>-Use a range of stitches including, running, back stitch, cross stitch and blanket stitch.</p>	
<p>Lesson 2: Investigating/ practical skills</p> <p>LO: To know how to sew different stitches with some degree of accuracy.</p> <p>DT Skills: -Use a range of stitches including, running, back stitch, cross stitch and blanket stitch.</p>	<p>Research</p> <p>Identify different stitches including:</p> <p>Running stitch, back stitch, cross stitch, blanket stitch.</p> <p>Remind children how to start/ anchor thread.</p> <p>Children practise running and back stitch on sampler.</p> <p>Children can continue to practise sewing different types of stitches on sampler and making different effects.</p>
<p>Lesson 3: Designing</p> <p>LO: To produce a detailed set of labelled designs, indicating materials, techniques and tools.</p> <p>DT Skills: -Generate innovative ideas, drawing on research -Make design decisions, taking account of constraints such as time, resources and cost</p>	<p>Design own bookmark using paper (binca photocopied) so can plan out different types of stitches, spacing between stitches and colour of thread. This can then be penciled onto binca.</p> <p>Size of fabric needs to be taken into consideration with accurate measurements.</p> <p>Children can look at images of bookmarks for inspiration.</p> <p>Use template in folders</p>
<p>Lesson 4: Making</p> <p>LO: To select and use a range of techniques (stitches) to make a quality product (book mark).</p> <p>DT Skills: - Measure and mark out accurately. -Demonstrate resourcefulness when tackling practical problems -Use a range of stitches including, running, back stitch, cross stitch and blanket stitch.</p>	<p>Making</p> <p>Photos for folders</p>
<p>Lesson 5: Making</p> <p>LO: To select and use a range of techniques (stitches) to make a quality product (book mark).</p> <p>DT Skills: -Measure and mark out accurately. -Demonstrate resourcefulness when tackling practical problems -Use a range of stitches including, running, back stitch, cross stitch and blanket stitch.</p>	<p>Making</p> <p>Photos for folders</p>
<p>Lesson 6: Evaluate</p> <p>LO: To evaluate their and other's final products by using design specification.</p>	<p>Using design specification evaluate their own and others' products. Assessment.</p> <p>Use template in folders</p>

DT Skills: Evaluate their ideas and other people's products against their original design specification. Evaluate it personally and seek evaluation from others.

Working towards

End of unit assessment
Working at Age related expectations

Working at a greater depth