Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT- Textiles   Year: 5 UKS2

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)
- Children 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
- Children 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.
- Children know how to make a pattern-pieces for their pencil case using paper.
- Children 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.
- Children know if their pencil case is suitable for the intended user and purpose. They can offer a way to improve their pencil case.

End points (what pupils MUST know and remember)
- Children know how to design a textiles product and can explain the user and purpose.
- Children know how to draw an annotated sketch and can label it with materials and strengthening solutions.
- Children know how to make a pattern-pieces using paper.
- Children know how to select from a range of stitches to join fabrics.
- Children know now to select from a range of fabrics to complete their product.
- Children know how to evaluate existing products and analyse their appeal and function and offer suggestions for improvements.
- Children know if their product is suitable for the intended user and purpose. They can offer a way to improve their product.

Key Vocabulary
functional, decorative, applique, embroidery

Session 1:
Evaluating existing products
- Look at existing textiles products, including a variety of bags. Evaluate the stitches used and look at any fastenings – buttons, zips etc.
- Introduce Whitcomb Judson, the inventor of the zip. Discuss the impact this had on modern lives.

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- Evaluate which parts are functional and which ones are decorative, who would use this product? What is its purpose?
- Consider the different fabric shapes that have been used to create the different products, do they use the same shape or a variety of shapes?
- 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: functional, decorative

Session 2:
Practising skills
- Practise a range of decorative stiches – stem stitch, satin stitch, chain stitch, lazy daisy stitch. Demonstrate the need for a seam allowance. Evaluate the effectiveness of the different stitches for joining two pieces of fabric – backstitch, running stitch, blanket stitch.
- Explore a variety of materials, consider their properties: waterproof, rigidity, strength. Consider their finish, would it be a suitable or appealing product for a bag? E.g. silk/satin would not be suitable for a bag that would carry heavy items but may be suitable as a small coin purse.
- Practise finishing techniques such as embroidery, applique and tie dying.

Vocab: applique, embroidery

Session 3:
Designing
- Design: Can you design a textile product considering how to join different 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 bag? What materials will you use? How will it be joined? How will it be strengthened? How will it be finished/decorated?
- 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: functional, decorative, applique, embroidery

Session 4:
Making
- Children will select from and use appropriate tools to accurately measure, mark out, cut, shape, join and strengthen their bags 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. decorative stitches, embroidery, applique or tie dye.
- 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:

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Evaluating

- Evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development.
- Carry out appropriate tests – Does the bag securely hold the proposed item? Is it long enough and wide enough for the items? Is the strap strong enough? Does it hold its shape?
- 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 the eye as well?

Vocab: evaluate

Future learning this content supports:
KS3 textiles