

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



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| <b>Subject:</b> Design and Technology<br><b>Year Group:</b> Year 6                           |  | <b>Area of learning:</b> Textiles - Using pattern pieces to make a product.   |
| Links to previous work/Remember when   | <ul style="list-style-type: none"> <li>• KS1 - designing and making their own fabric hand puppet.</li> <li>• LK2 - designing and making a roman bull purse.</li> <li>• Links with History topic WWII.</li> </ul> |   |
| <b>Term</b>  | <b>Year 1/2</b>  | <b>Key Skills to be taught</b>  |
| <b>Spring 2022</b><br><br>What the children should know at the end of this series of lessons |  | <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• Use their research to develop their own design criteria.</li> <li>• Draw a fully annotated sketch of their product, including measurements and cross-sections.</li> <li>• Indicate where/how materials will be joined in order to create a stable structure.</li> <li>• Choose the materials//tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate.</li> <li>• Write (brief) instructions for how they intend to make their product.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• Measure and mark materials with increased accuracy, before cutting.</li> <li>• Join a range of materials using a variety of suitable methods.</li> <li>• Create a polished and well-finished product.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> <li>• Identify any areas for development/ improvements that could be made.</li> <li>• Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>• Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul> |

### **Vocabulary**

- ❖ *Pattern piece, template, stuffing, product, intended user, design criteria, blanket stitch, running stitch, cross stitch, running back stitch, needle, thread, components, buttons, appendages, fabric,*

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| Sequence of learning | Objectives and suggested details provided by subject leader.   |
|----------------------|--|
| 1                    | <p>To investigate a variety of soft toys, examining the different components and how they are joined together,</p> <ul style="list-style-type: none"> <li>● Children spend time looking at a range of different soft toys. Encourage children to consider how many pieces of fabric have been used. What type of stuffing might have been used? Discuss how soft toys are made on a wide scale.</li> </ul> |
| 2                    | <p>To practise sewing skills including running stitch, cross stitch, running back stitch and blanket stitch,</p> <ul style="list-style-type: none"> <li>● Teacher to model in small groups or consider the use of videos in order to show the class a close up demonstration.</li> </ul>   |
| 3                    | <p>To create a detailed design for my soft toy.</p> <ul style="list-style-type: none"> <li>● Children now design their toys with drawings, instructions, labels and details about which sewing techniques they will use.</li> </ul>  |
| 4                    | <p>To use blanket stitch to assemble all of the components of my soft toy ensuring careful adherence to my design plans.</p> <ul style="list-style-type: none"> <li>● Children need to stuff their soft toy carefully making sure to repair any holes as they work.</li> </ul>   |
| 5                    | <p>To assess and evaluate our finished product.</p> <ul style="list-style-type: none"> <li>● Children evaluate their final product in detail and evaluate how effective they are against the design criteria. Can children suggest what they might do differently if they were to do it again?</li> </ul>  |

| Learning Outcome/product  |
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| To design, make and evaluate a soft toy suitable for a child being evacuated during World War II. |

| Assessment records | List only those children who have not achieved the expected outcomes. |
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| Assessment records | List only those children who have exceeded the expected outcomes. |
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| <b>End of unit assessment question</b> |
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