

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Design and Technology Year Group: Year 5/6		Area of learning: Textiles
Links to previous work/Remember when	<p>All children should have:</p> <ul style="list-style-type: none"> • KS1 - designing and making their own fabric faces. • LKS2 - designing and making a roman bulla purse. <p>The Year 6 children should have:</p> <ul style="list-style-type: none"> • In Y5 - textile elements to Ancient Egyptian fabric montage. <p>Children should have experience of:</p> <ul style="list-style-type: none"> : running stitch, : joining fabric together with glue, staples and stitches, : Marking out, cutting and measuring fabric with some accuracy and cutting control, : using a simple fabric shape to make a 3D textiles project. 	
Term	Key Skills to be taught	
Spring 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> - Investigate and analyse a range of existing products. - 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 - Communicate their ideas through pattern pieces - Select from and use a wider range of tools and equipment to cut, shape, join and finish their model accurately. - Select from and use a wider range of materials and textiles according to their functional properties and aesthetic qualities. - Evaluate their ideas and products against their own design criteria. 	

Vocabulary

Pattern piece, template, stuffing, wadding, product, intended user, design criteria, blanket stitch, running stitch, cross stitch, back stitch, needle, pin, thread, knot, fabric, temporary, permanent

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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To investigate existing soft toys to find out how they are joined, stuffed and finished.</p> <p>To develop design criteria with support and design a teddy that matches the criteria.</p> <p>Key Knowledge: Most textile items are made from a range of pattern pieces that are joined together to make the final product.</p> <p>Toys can be stuffed with a range of things including wadding, sand, rice, wheat, beads, etc.</p>	<p>Recap – Can we think how we have joined fabric in KS1 and Y3/4? (<i>Running stitch, glue, staples</i>)</p> <p>Why would we need to join fabric?</p> <p>Children record <i>Explain to children that we are going to be making a soft toy for an evacuated child. Mind map the types of toys that they may like to take with them - usually soft toys/teddies.</i> <i>Children look at the soft toy examples provided - how are they made? Are they all one piece of fabric? How is the fabric joined?</i></p> <p><i>Draw a toy and label the pieces used, additional decorations (eyes/nose), filling and how they are joined, e.g. arms, legs, body, head, stitches, buttons, beads, stitches to decorate, soft stuffing, beads to stuff, sand to stuff, etc.</i></p> <p><i>Children to think about the design criteria for their teddies - children work with teacher to create 4 design criteria, e.g.</i></p> <ol style="list-style-type: none"> <i>1. Must be made of fabric and joined with at least 2 types of stitches.</i> <i>2. Must be made of colours that would have been available in the 1930s - brown/grey fabric, coloured stitches.</i> <i>3. Must be attractive to a young child.</i> <i>4. Must be joined securely.</i> <p><i>Children to then draw a picture of the type of teddy that they would like to make that fits the design criteria.</i></p>
2	<p>Learning Objective: To practise sewing skills including running stitch, cross stitch, back stitch and blanket stitch.</p> <p>Key Knowledge: Different stitches are used in textiles to help to firmly fix the fabric together, create attractive designs and decorate the finished product.</p>	<p>Recap – What did we realise when looking at a range of soft toys? (<i>Made out of a number of pieces that have been joined together</i>).</p> <p>Does anyone know how the pieces could be joined together? (<i>Stitched, stapled, glued</i>)</p> <p>Children record <i>Watch the video from Oak Academy that shows the children how to do running stitch, back stitch and cross stitch. Children to practise each of these stitches as they listen - maybe have thin card or fabric for the children to work on that have</i></p>

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	<p>Thread needs to be knotted at the end before stitching.</p>	<p><i>the stitches labelled and the lines drawn for them to stitch along as is seen in the video.</i> https://www.thenational.academy/teachers/programmes/design-technology-primary-ks2-/units/textiles-combining-different-fabric-shapes-d99f/lessons/what-are-the-different-types-of-stitches-used-in-textiles-60v30d#video</p> <p><i>Lastly, use the following video to show how to do the blanket stitch.</i> https://www.youtube.com/watch?v=S9zegUYdPmg</p> <p>The children should produce a piece of thin card or fabric with the four types of stitches practised.</p>
3	<p>Learning Objective: To use a template to create pattern pieces.</p> <p>To use pins to create a temporary join between pattern pieces.</p> <p>Key Knowledge: The template needs to be joined temporarily to the fabric using pins. Recap with the children the vocabulary - temporary and permanent.</p>	<p>Recap – Can you remember the different stitches that we practiced last week? (<i>Blanket stitch, running stitch, back stitch and cross stitch</i>)</p> <p>Why might we use different types of stitches? (<i>Decoration, fixing more firmly, attractive to user</i>)</p> <p>Children record <i>Use the template for the evacuation teddy to create pattern pieces. Use pins to attach the template to the fabric and mark out before cutting. Use accurate cutting skills to cut the pieces carefully.</i> <i>Begin to join pieces together using pins to enable the children to sew the pieces together in the next lesson.</i></p>
4	<p>Learning Objective: To use a range of stitches to join fabric and create a soft toy.</p> <p>Key Knowledge: Stitches should be consistent in size and spacing to keep the work attractive, neat and tidy.</p> <p>The additional decorations should be tightly joined to the fabric.</p>	<p>Recap – What does temporary and permanent mean? Why is this important when making our soft toys? (<i>Pins make the temporary joins and the needle and thread creates the permanent joins by creating stitches</i>)</p> <p>Children record <i>Children use their pattern pieces from last lesson and the pins and thread to join the pattern pieces together and create their soft toy.</i> <i>Children should be able to choose and select from a range of thread colours to join and a range of buttons, beads and threads to create the details for the face.</i> <i>Children should be encouraged to keep checking their work to ensure the joins are strong, neat and, as far as possible, consistent in size and spacing.</i></p>

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5	Learning Objective: To evaluate the finished product against the design criteria.	ASSESSMENT LESSON Evaluation of the finished product against the design criteria. Children should be encouraged to look at each other's work and provide positive feedback. They should evaluate what has gone well and what they would try in future projects.

Learning Outcome/product
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.