

# Brough Primary School – Curriculum Intention

## Plan 2024 - 2025




<b>Subject:</b> Design and Technology <b>Year Group:</b> Year 3/4		<b>Area of learning:</b> Textiles - 2D to 3D Shape Focus - joining and finishing skills
Links to previous work/Remember when	Whilst in Year 1 and 2, the children will have had experience of textiles - cutting with some accuracy. They will have joined the material using simple techniques such as glueing, stapling and a simple running stitch through pre-cut felt with holes pre-cut for the stitching. They will have used these to create a puppet (Year 3s) or a fabric face (Year 4).	
<b>Term</b>	<b>Key Skills to be taught</b>	
<b>Summer 2025</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and are aimed at particular individuals or groups.</li> <li>• generate, develop, model and communicate their ideas through discussion and annotated sketches.</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing, accurately.</li> <li>• investigate and analyse a range of existing products.</li> <li>• select from and use a wider range of materials and textiles according to their functional properties and aesthetic qualities</li> </ul>	

### Vocabulary

***seam, needle, thread, cotton, fabric, running stitch, back stitch, eye, knot, stitches, sewing, hem, template, decorations, finishing techniques, joins***

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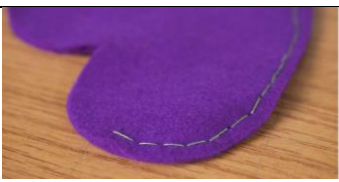
Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b></p> <p>To investigate a range of existing ways to carry valuables such as coins.</p> <p><b>Key Knowledge:</b></p>	<p><b>Recap –</b> <i>Who were the Romans?</i></p> <p><i>How do people carry their money? Keep it safe?</i> <i>What do wallets and purses need? What is important?</i> <i>What types of fastenings? Openings?</i></p> <p><b><u>Children record</u></b> <i>Provide a range of different money containers for the children to examine.</i></p> <p><i>Ask them to express a preference for one of them, giving their reasons for their choice.</i></p> <p><i>They should draw a detailed labelled diagram of the purse, including all of the types of materials used, types of fastenings and the decoration that has been applied.</i></p>
2	<p><b>Learning Objective:</b></p> <p>To investigate a range of joining techniques.</p> <p><b>Key Knowledge:</b> <b><u>Running stitch</u></b> A running stitch is made by sewing a line of stitches that go in and out of the material. There is a small gap between each of the stitches.</p>  <p><b><u>Back stitch</u></b> A backstitch is similar to a running stitch, but the backstitch closes the gaps in between each stitch, making it stronger.</p>	<p><b>Recap –</b> What types of purses/wallets could a Roman person have used?</p> <p>What is important about a purse?</p> <p>How are they fastened?</p> <p><b>Children record</b> Making use of what they have learned children are to be given a specific set of design criteria - work with the children to create these.</p> <ul style="list-style-type: none"> <li>- Who will we make this for?</li> <li>- What decoration will it need?</li> <li>- How will the materials need to be joined?</li> <li>- Will it need an opening? Fastening?</li> <li>- How much should it be able to hold?</li> </ul> <p>Create the design criteria for your class.</p> <p>We want to be able to make strong joins for our purses so we can use strong joins to make the seam.</p> <p>Focussed Practical Task – Show the children how to do running stitch and back stitch. <a href="https://www.youtube.com/watch?v=W4nhj8kMpAI">https://www.youtube.com/watch?v=W4nhj8kMpAI</a> <a href="https://www.bbc.co.uk/bitesize/articles/zmgfcxs#z7n2fdm">https://www.bbc.co.uk/bitesize/articles/zmgfcxs#z7n2fdm</a></p>

**\*\*This may take 2 lessons to practice these different stitches \*\***

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		<p>Show the children how to do the decorative stitches - over stitch and cross stitch. Or just do one if this is too much.</p> <p>Children do this on a small piece of material and add this to the child's book.</p>
3	<p><b>Learning Objective:</b> To design a purse to hold valuable objects securely.</p> <p><b>Key Knowledge:</b>  Exploded diagram - exploded diagrams help when we want to show people the parts or components of the product we are designing, how they fit together and the order of assembly.</p>	<p><b>Recap</b> – Which stitches did we practice last time? Why do we use these stitches? (because they hold the fabric together strongly and securely).</p> <p><b>Children record</b> Recap on the design criteria that has been decided upon as the class/year group.</p> <p>For Example:</p> <ul style="list-style-type: none"> <li>- It must be made out of fabric.</li> <li>- It must be based around a Roman purse design and decorations.</li> <li>- It must use running stitch and a decorative stitch (overstitch/ cross stitch)</li> <li>- It must hold 5 coins safely.</li> <li>- It must be decorated with a Roman design.</li> </ul> <p>Show the children some example designs of Roman purses - children to make a design based on one of these. Label the features that keep to the design criteria.</p> <p>Children to create a labelled exploded diagram to show how their purse will be assembled.</p>
4	<p><b>Learning Objective:</b> To be able to create an object to carry valuable objects securely.</p> <p><b>Key Knowledge:</b></p>	<p><b>Recap</b> – Remind children of the design criteria. Remind children of their designs and the types of stitches that they can use.</p> <p><b>Children record</b> Children to create their Roman purse based on their design and the design criteria. Keep focusing the children on ensuring that they have kept to the design brief.</p> <p>Photos of finished product to be displayed in DT books please.</p>
5	<p><b>Learning Objective:</b> To be able to evaluate a finished product.</p> <p><b>Key Knowledge:</b></p>	<p><b>Recap -</b> <b><i>Recap on the design criteria and the children's own designs and their final finished product.</i></b></p> <p><b>Children record</b></p>

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		Children to evaluate their designs based on the design criteria and, if time allows, children to make improvements based upon their evaluations.
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## Learning Outcome/product

**What can the children design and make to carry valuable Roman coins?**

## Assessment records

List only those children who have not achieved the expected outcomes.

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