

Year Groups

Years
1Aspect of D&T
Textiles

Focus

Templates
and joining
techniquesWhat could children design, make
and evaluate?

glove puppet finger puppet simple bag
clothes for teddy/soft toy/class doll
fabric placemat other – specify

Project title

Design, make and evaluate a _____ (product)
for _____ (user) for _____ (purpose)

Investigative and Evaluative Activities (IEAs)

- Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.
- Use questions to develop children's understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?*
- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

Focused Tasks (FTs)

- Investigate fabrics to determine which is best for the purpose of the product they are creating.
- Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.
- Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.
- Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.
- Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

Design, Make and Evaluate Assignment (DMEA)

- Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products.
- Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?*
- Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through.
- Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs.
- Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

Intended users

themselves friends younger children
parents grandparents teddy story character
class doll soft toy other – specify

Purpose of products

plays with puppets clothes for toys
carrying and storing items protecting surfaces
imaginary role-play other – specify

Health and safety

Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

11. Related learning in other
subjects

- **Spoken language** – ask relevant questions to build understanding and their vocabulary.
- **Art and design** – quick drawings or detailed observational drawings of one product to develop and share ideas.

Related learning in other
subjects

- **Science** – use knowledge of properties of everyday materials to select appropriate ones for their products.
- **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Explain and articulate their ideas orally.
- **Art and design** – use and develop drawing skills.
- **Mathematics** – measurement using non-standard and standard units.
- **Computing** – use technology purposefully to create and manipulate digital content.

Related learning in other
subjects

- **Science** – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made.
- **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Listen and respond to adults.
- **Art and design** – use colour, pattern, texture, and shape as appropriate.

Possible
resources

existing products linked to
chosen project

variety of textiles e.g.
dipryl, felt, reclaimed
fabric

thread, pins, needles,
magnet, staplers, staples,
fabric glue

left/right handed scissors

items for finishing e.g.
buttons, wool, fabric
paints, sequins

drawing and colouring
media

Key vocabulary

names of existing
products, joining and
finishing techniques,
tools, fabrics and
components

template, pattern pieces,
mark out, join, decorate,
finish

features, suitable, quality
mock-up, design brief,
design criteria, make,
evaluate, user, purpose,
function

Cultural Capital	
Visits and visitors WI groups Seamstress puppeteer	Experiences and events. Theatre group Puppet show
Key Texts	<p>Links</p> <p>http://starget.s3-eu-west-1.amazonaws.com/media/atoz_of_dt_download201582413442.zip</p> <p>https://www.data.org.uk/resource-shop/primary/5-to-7-years/design-and-make-a-bird-themed-souvenir/</p> <p>https://www.data.org.uk/resource-shop/primary/5-to-7-years/design-and-make-a-bird-themed-souvenir/</p>
Community events and links	Global issues
Famous People Anni Albers Joseph – Marie Jacquard	Life Skills Making links Perseverance Creativity

