

# Hartford Primary School

YEAR GROUP	Year 5	SUBJECT	Design and Technology	TERM	Autumn
<b>Prior Learning (What should they already know)</b>	<ul style="list-style-type: none"> <li>EYFS: Threading skills</li> <li>Year 2: Running stitch, joining techniques</li> <li>Year 3: Running stitch, backstitch, fastenings.</li> </ul>				
<b>Key themes and threads</b>	<ul style="list-style-type: none"> <li>Textiles</li> </ul>				
<b>RETRIEVAL VOCABULARY</b>	Material, threading, needle, pencil case, <b>design, evaluate, user, purpose</b> , mock-up, running stitch, fabric, blanket stitch, chain stitch template, join, textile, decorate, strengthen, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, seam, seam allowance, pins, needles, annotate, evaluate	<b>NEW VOCABULARY</b>	Wadding, reinforce, right side, wrong side, hem, template, pattern pieces name of textiles and fastenings used, thread, pinking shears, fastenings, iron transfer paper design decisions, functionality, innovation, authentic, mock-up, prototype		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I’m leaving the lesson with
<b>LESSON 1</b>	<b>Research and evaluate existing products and design criteria</b> I can talk about what a variety of bags are made from. I can make simple drawings of bags and annotate them. I can create design criteria for a designer bag.	<ul style="list-style-type: none"> <li>Provide children opportunities for children to explore a variety of bags and how they are made.</li> <li>Focus the children’s attention on the fabrics and materials used for the different parts of the bags. Ask them about the touch and appearance of fabrics and how the material suits the purpose.</li> <li>Discuss with the children the suitability of the bags for different users and their different purposes; including appearance, function, comfort, cost and safety.</li> <li>Ask the children to choose a bag and write down the five most important points in a specification that the designer might have worked to.</li> <li>Use this information to create design criteria for a designer bag.</li> </ul>	<ul style="list-style-type: none"> <li>I know the features of a designer bag.</li> <li>I know how existing products have been constructed</li> <li>I know how the properties of textiles can affect a bags purpose.</li> </ul>

<b>LESSON 2</b>	<b>Focused practical tasks</b> I can tie knots and thread needles.	<ul style="list-style-type: none"> <li>• Practise tying knots and threading needles.</li> </ul>	I know how to tie knots effectively I know how to thread needles accurately.
<b>LESSON 3</b>	<b>Focused practical tasks</b> I can use stitches to join material together. I can use techniques to make my sewing neater.	<ul style="list-style-type: none"> <li>• Remind children how to sew using running stitch and back stitch.</li> <li>• Demonstrate how to stitch right sides together using one of the above stitches. Children use one of the stitches to sew right side to right side (3 sides only) and turn through.</li> <li>• Teach children how to snip corners to neaten seams.</li> </ul>	I know how to sew using running stitch. I know how to sew using back stitch. I know how to join two pieces of material together neatly. I know how to make seams neat.
<b>LESSON 4</b>	<b>Focused practical tasks (skill development)</b>	<ul style="list-style-type: none"> <li>• Children make straps for last week's 'bag' and teach them how to attach straps using an "envelope-formed" seam.</li> <li>• Test bags for strength (e.g. how many tennis balls can it hold)</li> </ul>	I know how to join textiles using a range of stitches. I know how to join textiles to make them strong enough to carry weight.
<b>LESSON 5</b>	<b>Design and elaborate design brief (personalise their own)</b>  I can personalise a design brief for a specific purpose and user.	<ul style="list-style-type: none"> <li>• Children create design criteria for a specific user and purpose.</li> <li>• Ask the children to draw up specifications. <i>Who will use the bags? What size? Will they be suitable? What is most important?</i> (e.g. gift for grown up to go out with / shopping bag / swimming bag / toy bag for a younger sibling.)</li> <li>• Ask the children to make a working drawing and pattern of the chosen idea, including measurements and fabric swatches. Remind the children to think about touch, feel and colour when they are choosing the fabric. <i>What materials would work well? How will you decorate it? How much do you need? How will you make this?</i></li> </ul>	I know what design criteria I need for my bag. I know how to create detailed lists of equipment and fabrics relevant to my tasks I know how to formulate a step-by-step plan

<b>LESSON 6</b>	<b>Make</b> I can make a bag for a specific purpose and user.	<ul style="list-style-type: none"> <li>Children follow designs to make bag adapting where necessary.</li> </ul>	I know how to follow my design and alter if necessary. I know how to select from and use a range of tools and equipment to make my bag I know how to accurately assemble fabrics. I know how to work within the constraints of time, resources and cost. I know how to follow a process step by step, making changes if necessary.
<b>LESSON 7</b>	<b>Make and Evaluate</b> I can evaluate my product against my design criteria I can explain why or why not my bag is suited to its purpose and user	<ul style="list-style-type: none"> <li>Continue to create bags.</li> <li>Embellish with decorations if time allows</li> <li>Complete evaluations.</li> </ul>	I know how to use presentation skills to make my product look appealing. I know how to compare my final product to my original design specification. I know how to test my bag critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
Helpful resources to reference		CURRICULUM_DT_MTP_AUTUMN	