

**Term 6****Unit Overview: LKS2 DT****Textiles: 2D shape to 3D product**

<p><b><u>National Curriculum Links</u></b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>When designing and making, pupils should be taught to:</p> <p><b><u>Design</u></b></p> <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, aimed at particular individuals or groups.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <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>• select from and use a wider range of materials and components, including construction materials, textiles and</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ To use basic stitching, joining textiles and finising techniques.</li> <li>❖ Making and using simple pattern pieces.</li> <li>❖ Use of a wider range of materials (textiles) and components than in KS1.</li> <li>❖ Apply a range of finishing techniques, including those from art and design, with some accuracy.</li> <li>❖ To. know that a single fabric shape can be used to make a 3D textiles product.</li> </ul> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>❖ Generate realistic ideas through discussion and design criteria for an appealing functional product fir for purpose and specific user/s.</li> <li>❖ Produce annotated sketches , prototypes, final; product sketches and pattern pieces.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>❖ Plan the main stages of making.</li> <li>❖ Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>❖ Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Investigate a range of 3-D textile products relevant to the project.</li> <li>• Test their product against the original design criteria and with the intended user.</li> <li>• Take into account others' views.</li> </ul>	<p><b><u>Unit Outcomes</u></b></p> <p>Design, make and evaluate a bag with a bendy top for themselves to use for storing items</p> <p><b><u>Related Learning</u></b></p> <p>Science – physical properties of fabrics. Identify and compare the suitability of a variety of fabrics for users.</p> <p>Mathematics – nets of shapes and accurate measurements (mm/cm)</p> <p>Art and design – using a range of tools and decorative techniques. Develop sketching techniques.</p> <p><b><u>Vocabulary</u></b></p> <p>Fabric, fastening, compartment, zip, button, structure, finishing technique, stitch, seam, prototype.</p> <p><b><u>Intended Users</u></b></p> <p>Themselves, friends, family, teachers, children, parents.</p> <p><b><u>Purpose of Products</u></b></p> <p>Entertainment, hobbies, protection, celebration, pleasure, carrying things.</p> <p><b><u>Key Competencies</u></b></p> <p>problem-solving, teamwork, negotiation, consumer awareness, organisation, motivation, persuasion, leadership, perseverance</p>
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<p>ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a key event has influenced the development of the chosen product and/or fabric.</li> </ul> <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>		
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<ul style="list-style-type: none"> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>			
<p><b><u>Prior learning</u></b></p> <ul style="list-style-type: none"> <li>❖ Have joined fabric in simple ways by gluing and stitching.</li> <li>❖ Have used simple patterns and templated for marking out.</li> <li>❖ Have evaluated a range of textiles products.</li> </ul>	<p><b><u>Future application of skills</u></b></p> <p><u>UKS2:Textiles</u></p> <ul style="list-style-type: none"> <li>• accurately measure, mark out, cut and shape materials and components</li> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques,</li> <li>• <i>to know that a 3D textiles product can be made from a combination of fabric shapes</i></li> </ul>	<p><b><u>British Values</u></b></p> <p><u>Democracy</u>: Children work together to support each other in lessons and children that are more able can be given the opportunity to lead with their own examples of their work. Children take turns both in speech and practically with others. Children understand that it is not always possible or right to have their own way and understand the value of compromise. Children must take the views and opinions of others into account but still have the right to make their own choices.</p> <p><u>Rule of Law</u>: Children understand the importance of safety rules when using tools.</p> <p><u>Individual Liberty</u>: Children are taught that DT is a very subjective and personal subject which provides an opportunity to express themselves. The children are encouraged to make decisions with their own design choices, style and sometimes media choice. Children are expected to take responsibility for all of the equipment used when working in DT.</p> <p><u>Tolerance</u>: Children understand that many great design ideas originate from other cultures. When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.</p> <p><u>Mutual Respect</u>: Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.</p>	