

ACET Junior Academies

Scheme of Work for Design Technology

Y2 Textiles - Templates and Joining Techniques



About this unit: In this unit, pupils will explore a range of textile products. They will discover that products are made from fabric pieces which are joined in a variety of ways. Children will develop skills in joining fabrics with glue and simple stitches. They will design a product for an intended user and purpose and will use skills and techniques learned in the unit to make their product. Children will finally evaluate their products against the original design criteria.

Final piece ideas: Toy products - glove puppet, finger puppet, products relating to home/shopping - simple shopping bag, fabric placemat

Unit structure

1. Investigate and Evaluate - What are textiles products?
2. Focused Tasks 1 - How do we make a 3D textile product?
3. Focused Tasks 2 - What techniques can be used to finish textile products?
4. Designing - What could I make?
5. Making - Can I make the product I designed?
6. Making - Can I improve the appearance of my product?
7. Evaluating - How did I do?

Links to previous and future National Curriculum units

- EYFS - exploring, cutting and joining fabrics with simple techniques
- LKS2 - 2D shape to 3D product
- UKS2 - Combining different fabric shapes

1: Investigate and Evaluate – What are textiles products?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Children will have explored and used different fabrics. The will have had experience of cutting and joining fabrics with simple techniques. They will have thought about the user and the purpose of products.</p>	<p>Substantive knowledge: (What students should know.) Understand that products have been designed and produced. That there are a range of textile products made for different users and for different purposes. That textile products can be made from different fabrics. That fabrics are selected based on their properties.</p> <p>Second order concepts: (What students should understand) Evaluation User Purpose Properties</p>	<p>Skills</p> <ul style="list-style-type: none"> • Understand what a product is and who it is for • Understand how a product works and how it is used • Understand how a product works • Identify where you might find this product • Identify the materials used to make the product and suggest why they were chosen. • Express an opinion about the product <p>Key Vocabulary/concepts: https://20353.stem.org.uk/Nuffield%20Glossary2/index.html</p> <p>evaluate, user, purpose, product, function, appearance, appealing, features, quality, textiles, fabrics, join, sew, glue, applique</p>	<p>Can your children: Explore a range of textile products Understand what products are, who they are for and how they are used. Explain how textile products have been made. Say what they like or dislike about the products.</p>	<p>Horizontal: History – changes within living memory – toys/shopping Spoken language – ask relevant questions to build understanding and knowledge Art and design – make observational drawings</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	

<p>Children investigate and evaluate existing products linked to the chosen project e.g. simple bags (plastic, fabric, bags for life), toys' clothes. Explore and compare the products e.g. fabrics, joining techniques, finishing techniques and fastenings used.</p> <p>Use questions to develop children's understanding e.g. <i>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?</i> Encourage children to talk about what they like or dislike about different products explaining their reasons.</p> <p>Make drawings of existing products, stating the user and purpose. Identify and label the fabrics, fastenings and techniques used.</p>	<p>A range of existing textile product linked to the chosen project.</p>			
2: Focused Tasks - How do we make a 3D textile product?				
Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Pupils will have explored and evaluated a range of textile products relevant to the project. They will be able to talk about the purpose of the products and identify intended users. Pupils will be able to explain how textile products have been made and identify the joining techniques used in different products.</p>	<p>Substantive knowledge: (<i>What students should know.</i>)</p> <p>How to use a template to create two identical shapes. How to join fabrics using different techniques. Know and use technical vocabulary relevant to the project.</p> <p>Second order concepts: (<i>What students should understand</i>)</p> <p>Identical Join Evaluate Advantage/Disadvantage</p>	<p>Skills</p> <ul style="list-style-type: none"> • Know that a 3D textiles product can be made from two identical fabric shapes. • Know and use the correct technical vocabulary for the project <p>Key Vocabulary/concepts: Textiles, fabrics, join, sew, running stitch, over stitch, glue, staple, needle, thread, pin, finish, applique,</p>	<p>Can your children: Explain how to create 3D products using templates. Use a range of joining techniques. Talk about the advantages and disadvantages of materials and techniques. Understand and use appropriate technical vocabulary.</p>	<p>Horizontal: Science - properties of materials and suitability for a given purpose Spoken language - ask questions to check understanding, develop vocabulary and build knowledge. Listen and respond to adults and peers.</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Provide pupils with a range of fabric samples to explore and determine which would be best for the purpose of the task based on their properties e.g. felt for a glove puppet because it is soft, something strong for a bag.</p>		<p>Templates, textiles, needles, threads, PVA glue, staplers, scissors,</p>	<p>https://www.bbc.co.uk/bitesize/guides/zfypfcw/revision/4</p> <p>https://blog.treasurie.com/basic-hand-embroidery-stitches/</p>	

<p>Demonstrate to pupils using templates and appropriate tools to mark out and cut out two identical fabric pieces for joining. Pupils use templates to mark and then cut out fabric for joining.</p> <p>Demonstrate examples of joining techniques for children to practise in a carousel of activities e.g. running stitch including threading own needle, over stitch stapling, and gluing. Give pupils opportunity to practise each technique, encouraging them to talk about the advantages and disadvantages of each technique.</p>				
3: Focused Tasks - What techniques can be used to finish textile products?				
Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Pupils will have worked with a range of different fabrics and will have considered those most appropriate for the task. Pupils will be able to explain how to make simple 3D products using templates. They will know a range of joining techniques. Pupil will have talked about the advantages and disadvantages of different joining techniques.</p>	<p>Substantive knowledge: (<i>What students should know.</i>) Know a range of finishing techniques Know and use technical vocabulary relevant to the project.</p> <p>Second order concepts: (<i>What students should understand</i>) Finish Appearance Appeal Evaluate Advantage/Disadvantage</p>	<p>Skills</p> <ul style="list-style-type: none"> Know and use the correct technical vocabulary for the project Use a range of simple finishing techniques including skills learnt in Art <p>Key Vocabulary/concepts: Finish/finishing, sew, glue, staple, needle, thread, applique,</p>	<p>Can your children: Use a range of finishing techniques. Talk about the advantages and disadvantages finishing techniques. Express opinions about finishing techniques in terms of their likes and dislikes. Understand and use appropriate technical vocabulary.</p>	<p>Horizontal: Art and design - use colour, pattern, texture and shape</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Look at the textiles examples again from Lesson 1 and identify the different finishing techniques that have been used. Demonstrate examples of finishing techniques for children to practise e.g. sewing buttons, using fabric paint, gluing sequins etc.</p> <p>Give pupils the opportunity to explore the range of techniques through a carousel of activities. Encourage children to talk about the advantages and</p>		<p>Textiles from previous lesson, needles, thread, buttons, fabric, sequins, PVA glue, fabric paint,</p>	<p>https://hillsgrove.net/download/i/mark_dl/u/4010976058/4632903860/Y2%20Templates%20and%20joining.pdf</p>	

disadvantages of each. Encourage pupils to share opinions about the different finishes, in terms of their likes and dislikes.		
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4: Designing - What could I make?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Pupils will know how to use simple 3D products using templates.</p> <p>Pupils will know and be able to use a range of joining and finishing techniques.</p> <p>Pupils will have considered the advantages and disadvantages of the different techniques.</p> <p>Pupils will</p>	<p>Substantive knowledge: <i>(What students should know.)</i></p> <p>That products need to be designed before they are made.</p> <p>That designs should always meet the needs of the user and purpose.</p> <p>That products should be functional and appealing.</p> <p>That design ideas can be communicated in different ways.</p> <p>Second order concepts: <i>(What students should understand)</i></p> <p>Design</p> <p>User</p> <p>Purpose</p> <p>Criteria</p> <p>Functional</p> <p>Appealing</p>	<p>Skills</p> <ul style="list-style-type: none"> • Explain what product they will be designing and making • Explain who their product will be used by • Describe what their product will be used for and how it will work • Explain why their product is suitable for the intended user • Develop and use simple design criteria to develop ideas <p>Key Vocabulary/concepts: Design, make, user, purpose, ideas, design criteria, product, function,</p>	<p>Can your children:</p> <p>Talk about what they are going to design and make, including the purpose of the produce and the intended user.</p> <p>Describe how they will make their product, including the materials and techniques they will choose.</p> <p>Communicate their ideas through discussion, mock-ups and design plans.</p>	<p>Horizontal:</p> <p>Science - select appropriate materials based on their properties.</p> <p>Art and design - use and develop drawing skills</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Discuss with the children the purpose and user of the product they will be designing, making and evaluating eg. a shopping bag to take to the shops now that you are asked to take your own (link to changes within living memory and shopping)</p> <p>Encourage pupils to generate a range of ideas regarding the product they will make e.g. <i>what parts will the product need to have? What will it be made from? What size will it be? How will it be joined and finished?</i></p>		<p>Design plan sheet</p>		

<p>Develop design criteria to be used to guide the development and evaluation of the children's products, e.g. <i>the two pieces must be identical, the pieces must be joined securely, the puppet must fit a child's hand, the bag must hold the items from the shopping list.</i></p> <p>Provide opportunities for children to develop their ideas through discussion, drawings and mock-ups. Children choose one idea to follow through.</p> <p>Pupils could create a design plan, detailing the product, its purpose and intended user, a labelled picture of their intended product, materials, techniques and design criteria.</p> <p>Discuss with the children the stages in making their products and plan the order.</p>		
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5: Making - Can I make the product I designed?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Children will have identified the product they are going to make. They will be able to talk about the purpose, intended user and the materials, tools and techniques they will use. Pupils will be aware of design criteria and will know the order in which they will make their product.</p>	<p>Substantive knowledge: (<i>What students should know.</i>)</p> <p>That their product needs to be made in a particular order.</p> <p>Know that different fabrics have different properties.</p> <p>Know the fabrics, tools and equipment suitable for the task.</p> <p>Know the skills and techniques they are going to use to make their product.</p> <p>Second order concepts: (<i>What students should understand</i>)</p> <p>Properties</p> <p>Evaluate</p> <p>Problem solving</p>	<p>Skills</p> <ul style="list-style-type: none"> • Choose and use suitable tools for making and explain why they should be used • Choose materials and components to use based on suitability of their properties and explain their choices • Follow safety and food hygiene procedures • Measure, mark out, cut and shape materials and components using appropriate tools, equipment and techniques. • Join, assemble and combine materials and components <p>Key Vocabulary/concepts:</p>	<p>Can your children:</p> <p>Select tools and equipment relevant to the task.</p> <p>Choose textiles based on their characteristics.</p> <p>Mark out, cut and join materials.</p> <p>Explain why tools, textiles and techniques have been used.</p>	<p>Horizontal:</p> <p>Maths - measure using standard and non-standard units</p> <p>Science - Choose appropriate materials based on properties.</p> <p>Vertical:</p>

		Design criteria, design plan, template, mark out, cut join,		
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Suggested activities:	Resources:	Useful links:
<p>Give pupils the opportunity to revisit their design plans and recap the order in which the products will be made.</p> <p>Pupils collect the materials and tools required for their product and use their design plan and design criteria as an ongoing guide. Encourage the children to evaluate their developing products by referring to the design criteria e.g. <i>Are your two pieces joined securely? Do you have any holes in your joins?</i> Encourage children to problem solve when things go wrong e.g. <i>How could you make the join more secure? How could you make sure there are no holes in the join?</i></p>	<p>Variety of textiles e.g. dipryl, felt, reclaimed fabric</p> <p>Thread, pins, needles, staplers, glue, scissors</p>	

6: Finishing - Can I improve the appearance of the product I have made?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
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<p>Pupils will have chosen materials and tools to make their textile products. They will have selected a joining technique to use based on their own evaluations. Pupils will have used their design plans and design criteria to support their work and will have evaluated their ongoing work, making changes where necessary. Most pupils will have completed the 'make' of their product.</p>	<p>Substantive knowledge: (<i>What students should know.</i>) That products need to be finished well to make them appealing to the user. Know a range of finishing techniques suitable for the product, including skills used in Art and Design.</p> <p>Second order concepts: (<i>What students should understand</i>) Evaluate Finish Appearance Appeal</p>	<p>Skills</p> <ul style="list-style-type: none"> • Use a range of simple finishing techniques including skills learnt in Art <p>Key Vocabulary/concepts: Finish/finishing, appearance, appealing</p>	<p>Can your children: Use finishing techniques suitable for the product they are making? Evaluate their developing products and use problem solving skills when things go wrong?</p>	<p>Horizontal: Maths - measure using standard and non-standard units Science - Choose appropriate materials based on properties.</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Evaluate products so far in terms of their use. Consider the finish of their products. Return to plans. <i>How are you going to make your products appealing? What finishing techniques did you plan to use. Do you still plan to use the same techniques?</i> Children finish their products with their choice of technique.</p>		<p>Finishing resources, e.g. needles, thread, buttons, fabric, sequins, PVA glue, fabric paint,</p>		

7: Evaluating

<p>Links to previous learning</p>	<p>Knowledge and second order concepts</p>	<p>Skills, Concepts and Vocabulary:</p>	<p>Assessment criteria:</p>	<p>Curricular links:</p>
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<p>Pupils will have made and finished their textile products. They will have made choices regarding the tools, materials and finishing techniques.</p> <p>Pupils will have experienced evaluating their ongoing work, making changes where necessary.</p>	<p>Substantive knowledge: (<i>What students should know.</i>)</p> <p>That all new products are evaluated. That evaluations help products to develop. To evaluate their product by discussing how well it works in relation to the purpose and the intended user. To evaluate whether the product meets the design criteria.</p> <p>Second order concepts: (<i>What students should understand</i>)</p> <p>Evaluate Improve Develop</p>	<p>Skills</p> <ul style="list-style-type: none"> • Talk about their design ideas and what they have made • Make simple judgements of how the product met their design ideas and design criteria • Suggest how their products could be improved <p>Key Vocabulary/concepts: Evaluate, design criteria, user, purpose, function, product, ideas, appeal, finish, improve</p>	<p>Can your children:</p> <p>Talk about their product and their design ideas. Judge their product against the original design criteria. Identify area that could be improved and make suggestions of changes that could be made.</p>	<p>Horizontal: Spoken language - engage in discussions with peers and adults, listening to others and taking turns. Ask and give answers to questions.</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Pupils engage in discussions about their own and other pupils' work. Develop evaluation through asking questions e.g. <i>Does the product suit the purpose? Does it suit the intended user? How well has the product been finished? Are the materials suitable for the product? How could the product be made more appealing? Are there any holes in the product?</i></p>		<p>Completed products Evaluation sheet</p>		