

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning Subject: DESIGN & TECHNOLOGY- TEXTILES

Overview	<p>Key Stage 1</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 and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Design</p> <ul style="list-style-type: none"> ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from <p>Key Stage 2</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>designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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When
Design

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	<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 					
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key Learning: National Curriculum knowledge covered</p> <p>Key Progressive Skills: National Curriculum skills covered</p>	<p>To shape textiles using templates. To colour and decorate textiles</p> <p><i>To plan and develop ideas through comparison of existing products, discussion, drawings and using templates and evaluate ideas and completed projects verbally</i></p>	<p>To join textiles using running stitch. Not KS1 NC</p> <p>To colour and decorate textiles using a number of techniques (Happily ever after, Life on an ocean wave)</p> <p><i>To plan and develop ideas through comparison of existing products, discussion, drawings and using templates and evaluate ideas and completed projects in written form</i></p>	<p>To understand the need for a seam allowance. To join textiles with appropriate stitching</p> <p><i>To plan and develop ideas through research of existing products, discussion, annotated sketches, using templates and computer-aided design.</i></p> <p><i>To have understanding of how key events and structures have helped shape the world (relevant to current task).</i></p> <p><i>To evaluate ideas and completed projects against a design criteria (success criteria) to improve work.</i></p>	<p>To select the most appropriate techniques to decorate textiles</p> <p><i>To plan and develop ideas through research of existing products, discussion, annotated sketches, using templates and computer-aided design.</i></p> <p><i>To have an understanding of how key events and structures have helped shape the world (relevant to current task).</i></p> <p><i>To evaluate ideas and completed projects against a design criteria (success criteria) to improve work.</i></p>	<p>To create objects (such as a cushion) that employs a seam allowance. To join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration).</p> <p><i>To plan and develop ideas through research of existing products, discussion, annotated sketches, cross-sectional diagrams and computer-aided design.</i></p> <p><i>To have an understanding of how key events and structures have helped shape the world (relevant to current task).</i></p> <p><i>To evaluate ideas and completed projects against a own design criteria (success criteria), decide whether it is fit</i></p>	

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					<i>for purpose and listen to the views of others to improve work.</i>	
<p>How the Skills/ Learning Will Take Place Eg What will be made? (Use colour coding for topics)</p>	<p>Design and make a Finger Puppet</p> <p>Design and make a Hand Puppet</p>	<p>Explore technique of Batik.</p> <p>Create table mat using Batik method to give to Red Riding Hood's Grandma.</p> <p>Make a fabric Kippah after exploring Jewish head wear designs.</p>		<p>Scottish tartans - analysis of tartans and different types/reasoning. Children research and design their own tartans. Children try weaving of tartans.</p>		
<p>Key Vocabulary National Curriculum and other</p>	<p>Explore, puppet, felt, join, glue, template, cut, decorate, detail, design, ideas, make, evaluate</p>	<p>Batik Wax resist Fabric dye Fabric pens Muslin fabric Design Technique Colour wash</p>		<p>Fabrics, breathable fabrics, clothing, design, dyeing, pattern, textiles, threads,</p>		

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