

Design Technology – Textiles Progression

Design technology – Textiles – Weaving (Yr2)

Building on the use of a variety of materials including textiles to create models and structures in EYFS and Year 1, the pupils are introduced to the concept of weaving as a way of producing fabric. The pupils learn that weaving requires a loom which holds in place a warp into which a weft is woven. The pupils focus mainly on plain weave but do look at a number of other weaves. After exploring what weaving is and how a weave is achieved, the pupils change focus to look at recycling. This builds on previous science units on everyday materials where the properties of materials are explored. It also links to the school's focus on eco and the eco-council's commitment to improve the school's commitment to recycling. The pupils then receive clear design criteria linked to the outlined purpose and audience and design a make a useable product. The unit ends with an evaluation of the product and a final assessment of the learning. This learning is built on in subsequent years through an introduction to sewing (Year 3), the aesthetics of materials and the use of batik (Year 4) and then most notably in a unit focused on weaving a bag using wool (Year 5).

End of Unit Outcome:

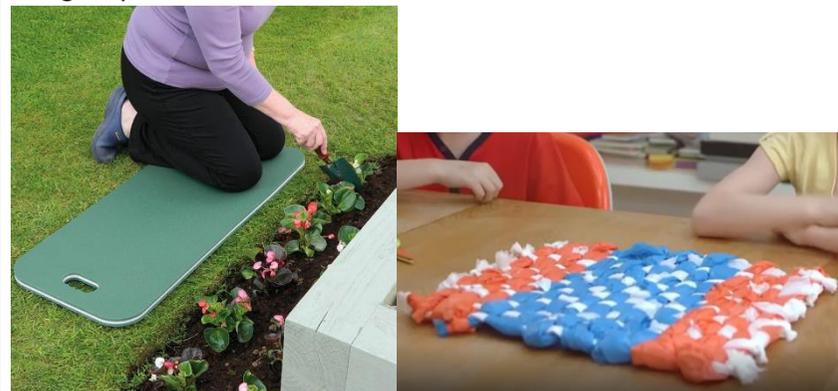
Design, make and evaluate a kneeling pad/gardening mat out of recycled materials for the volunteers at Godmanchester in Bloom.

Purpose and Audience:

The Eco Council are keen to reduce the school's quantities of rubbish and to reuse or recycle where possible.

Godmanchester in Bloom have made contact with the school to see if we can help them to source or create some outdoor mats for the gardeners to use when planting and weeding.

Design and create a gardening mat for the volunteers at Godmanchester in Bloom using recycled materials.



Opportunities for writing, oracy and mathematics:

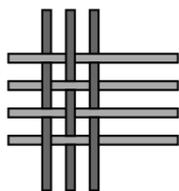
Write a set of instructions

Talk partners – especially for because, but, so

Maths - rulers for measuring out weaving material lengths and for creating the loom.

<p>Considerations Safety – use of scissors for cutting *****Dojo sent to parents in advance of Week 2 asking them to collect and send in plastic bags or plastic packaging. *****</p>	<p>Equipment Cardboard for looms Plastic bags, plastic packaging. rulers for measuring out weaving material lengths Scissors Pen</p>
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<p>What knowledge must the children acquire in order to achieve the end of unit outcome?</p> <ul style="list-style-type: none"> • Safety – how do we safely use scissors? Recap Year 1 • Know that design is to plan and make something with a specific purpose. Recap Year 1 • Know that design criteria are the rules we follow when designing a product. Recap Year 1 • Know that tools and equipment are used to cut, shape and join materials. Recap Year 1 • Know that materials are the things needed to make a design. Recap Year 1 • Know that to evaluate is to compare designs and say what is good and what needs improving. Recap Year 1 • Know that weaving is the action of making fabric by interlacing pieces of material • Know that material is interlaced at right angles (warp and weft) • Know that a loom is a machine or device for weaving on which holds the warp in place (vertical strands) • Know that a weave is how the warp and weft have been interlaced (plain weave, satin weave, twill weave) • Know that a plain weave is achieved by going over one warp then under one warp. • Know that recycled means that a product can be used again. • Know that materials we recycle include plastic, glass, cardboard, paper, metal • Know that various different products can be made from the same material
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	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	Use of scissors Design Design Criteria Materials Tools	<ul style="list-style-type: none"> • Know that weaving is the action of making fabric by interlacing pieces of material • Know that material is interlaced at right angles (warp and weft) 	<p>I do Show chn a variety of different pieces of weaving. Explain that they have been created by interlacing two pieces of material. The warp runs from top of bottom (vertical) and the weft runs from left to right (horizontal)</p>  <p>Explain that weaving has been used for a long time as it is a simple method of creating fabric.</p>

			<p>Using a premade loom (name the loom but tell the children we will be looking at the loom in greater detail next week) model weaving a plain weave (over one, under one).</p> <p>We do Chn come and attempt to weave a row on the pre-made loom. All chant: over one, under one.</p> <p>You do Chn label warp and weft on diagram in booklet. Chn predict what would happen if the weaver changed the pattern from over one, under one to something else.</p>
2	<p>Warp and Weft Materials Tools</p>	<ul style="list-style-type: none"> • Know that a loom is a machine or device for weaving on which holds the warp in place (vertical strands) • Know that a weave is how the warp and weft have been interlaced (plain weave, satin weave, twill weave) • Know that a plain weave is achieved by going over one warp then under one warp. 	<p>I do Using the class model from last week, explain that the device that keeps the warp in place is called a loom. Show images of looms and explain how looms can be simple and small but can also be very large and look very complicated. The size of the loom dictates the size of the fabric that is made. Explain that a weave is how the weft is interlaced with the warp on the loom. There are lots of ways that this can happen. The most basic weave is called a plain weave (over, under etc). Other weaves result in a different pattern. Show images of different patterns.</p> <p>We do Move to outside classroom and model plain weave using the metal poles of fence as the warp and ribbons as the weft.</p> <p>You do Pairs continue to experiment with ribbons (weft) and metal poles (warp). Children can experiment with different weaves if they wish.</p>
3	<p>Loom Warp and Weft Materials</p>	<ul style="list-style-type: none"> • Know that recycled means that a product can be used again. • Know that materials we recycle include plastic, glass, cardboard, paper, metal • Know that various different products can be made from the same material 	<p>I do Use Recycle Now to explain what recycling is, why it is important and how and what we can recycle.</p> <p>We do Sort a bag of rubbish into items that can be recycled and those that cannot. Discuss as a class if any of the items that can't be recycled could be reused in a different way</p> <p>You do Complete cloze procedure and matching activity in booklet.</p>
4	<p>Design Criteria</p>	<ul style="list-style-type: none"> • Know that design is to plan and make something with a specific 	<p>I do</p>

	Purpose and Audience	<p>purpose. Recap Year 1</p> <ul style="list-style-type: none"> • Know that design criteria are the rules we follow when designing a product. Recap Year 1 • Know that tools and equipment are used to cut, shape and join materials. Recap Year 1 • Know that materials are the things needed to make a design. Recap Year 1 	<p>Explain the purpose and audience: The Eco Council are keen to reduce the school's quantities of rubbish and to reuse or recycle where possible.</p> <p>Godmanchester in Bloom have made contact with the school to see if we can help them to source or create some outdoor mats for the gardeners to use when planting and weeding.</p> <p>Design and create a gardening mat for the volunteers at Godmanchester in Bloom using recycled materials.</p> <p>Show the class a model of a mat (pre-made)</p> <p>We do</p> <p>Create a class plan thinking about the colours and weave – model identifying the materials and tools needed.</p> <p>You do</p> <p>In pairs, children design their mat identifying the materials and tools needed.</p>
5	Talk Partners: What is a loom? What is the warp and the weft? How do you achieve plain weave?		<p>End of unit outcome</p> <p>Design, make and evaluate a kneeling pad/gardening mat out of recycled materials for the volunteers at Godmanchester in Bloom.</p> <ol style="list-style-type: none"> 1. Follow the design from session four 2. Create a loom using cardboard, scissors and recycled plastic 3. Use plain weave or your chosen weave to create a mat/pad with your partner using plastic bags/material 4. Cut and tie the warp threads. 5. Test out the mat.
6	Cloze Procedure: purpose and audience	<ul style="list-style-type: none"> • Know that to evaluate is to compare designs and say what is good and what needs improving. Recap Year 1 	<p>I do/We do</p> <p>Model evaluating the pre-made model answering the questions:</p> <ol style="list-style-type: none"> 1. Is the product useable? 2. Does the product look appealing? 3. What is good at the product? 4. What could be improved? <p>You do</p> <p>Children evaluate their mats using the prompt questions in the booklet.</p>
6 cont.			<p>Writing opportunity</p> <p>In writing books, write a set of instructions for how to make a</p>

			<p>recycled knelling pad/ gardening mat (NOTE THIS IS NOT COMPULSORY WRITING ACROSS THE CURRICULUM)</p> <p>Assessment</p> <p>Weaving End of Unit Quiz</p> <p>Talk Partners: Prepare and practise your because, but and so responses. Remember to look back at your learning and apply this to your DT statements:</p> <p>More people should reuse plastic to make other products because</p> <p>More people should reuse plastic to make other products but</p> <p>More people should reuse plastic to make other products so</p>
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Design technology – Hand Puppet (Yr3)

After exploring how fabric can be produced by weaving strands of material together, children acquire the knowledge needed to join pieces of material together with stitches. This first introduction to sewing uses larger plastic needles and binca as a starting point. Using these materials, children first practise simple running and back stitch. Moving on from this, the children undertake market research through looking at a variety of hand puppets. They then design and make their own puppet aimed at our youngest learners using running and backstitch to join two pieces of felt together.

End of Unit Outcome:
Design, make and evaluate a fairy tale themed hand puppet.

Purpose and Audience:
The children in reception have enjoyed using finger and hand puppets to act out some of their favourite fairy tales but some of the puppets have got a bit tatty and there are no longer enough for all of the children. Mrs Bakker has asked for some more hand puppets for her class.
Design, make and evaluate a hand puppet aimed at 4 and 5 year olds to help them with their story telling.



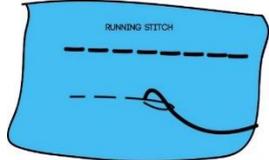
Opportunities for writing, oracy and mathematics:
Write instructions and annotations
Verbally share responses to because, but, so

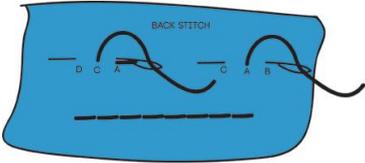
Considerations
Scissor safety recap.
Using needles safety
Size of needles

Equipment
Needles
Thread
Binca
Felt
Craft bits and bobs for decoration
Scissors
Cardboard for templates.

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Safety – how do we safely use scissors? **Recap**
- Know that design is to plan and make something with a specific purpose. **Recap**
- Know that design criteria are the rules we follow when designing a product. **Recap**
- Know that tools and equipment are used to cut, shape and join materials. **Recap**
- Know that materials are the things needed to make a design. **Recap**
- Know that to evaluate is to compare designs and say what is good and what needs improving. **Recap**
- Know that sewing is joining or attaching materials using stitches
- Know that we use a needle and thread to sew

<ul style="list-style-type: none"> · Know how to thread a needle · Know that stitches are a link, loop or knot made with a needle and thread · Know that binca is a fabric with lots of tiny holes which is helpful when learning to sew · Know that running stitch is a simple stitch running along the material (in, out, in out) · Know that back stitch is a stitch made from left to right (there appears to be no gap between the stitches) · Know that a hand puppet is a simple puppet controlled by the hand. · Know that decorations can be used to add interest and detail to a simple design. 			
	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	<p>Annotate a flow chart linked to the design process.</p> <p>Know that weaving is the action of making fabric by interlacing pieces of material</p>	<ul style="list-style-type: none"> · Know that sewing is joining or attaching materials using stitches · Know that we use a needle and thread to sew · Know how to thread a needle 	<p>I do Explain that building on last year's textiles work on weaving, that this year the children will be learning how to sew. Explain that sewing is joining or attaching materials using stitches. Sewing can also be used to add decorative features (embroidery) Explain that the materials needed to sew are thread, a needle and material for example cotton. Explain that there are lots of different stitches used in sewing. Explain that an important skill linked to sewing is how to thread a needle. Following the instructions on (127) How to Thread a Needle for Hand Sewing – Beginner Sewing Tutorial 1 - YouTube model threading a needle.</p> <p>We do Alongside the instructions from the video and teacher modelling, the children practise threading a needle. Teacher to support/observe every child to thread a needle.</p> <p>You do Children draw/write the steps involved in threading a needle.</p>
2	<p>Talk Partners: How do you thread a needle?</p>	<ul style="list-style-type: none"> · Know that stitches are a link, loop or knot made with a needle and thread · Know that binca is a fabric with lots of tiny holes which is helpful when learning to sew · Know that running stitch is a simple stitch running along the material (in, out, in out) 	<p>I do Explain that stitches are a link, loop or knot made with a needle and thread. Show the children a model piece of binca featuring a variety of different stitches. Explain that binca is a fabric which features holes which make learning to sew a little easier. Under the visualiser, model running stitch articulating the process.</p> <p>We do Along with the teacher, children practise running stitch on a piece of binca.</p>

			<p>You do</p> <p>Children practise running stitch creating a pattern of their choice on their piece of binca.</p>
3	<p>Practical recap: Threading a needle.</p>	<ul style="list-style-type: none"> Know that back stitch is a stitch made from left to right (there appears to be no gap between the stitches) 	<p>I do</p> <p>Recap running stitch from last week. Model backstitch explaining the process. Write steps in the process on the flipchart.</p> <p>We do</p> <p>Along with the teacher, children practise backstitch stitch on a piece of binca.</p> <p>You do</p> <p>Children practise backstitch creating a pattern of their choice on their piece of binca.</p> <p>Children write/draw instructions for either running stitch or backstitch in their booklet.</p>
4	<p>Identify running stitch and back stitch.</p>	<ul style="list-style-type: none"> Know that design is to plan and make something with a specific purpose. Recap Year 1 Know that design criteria are the rules we follow when designing a product. Recap Year 1 Know that tools and equipment are used to cut, shape and join materials. Recap Year 1 Know that materials are the things needed to make a design. Recap Year 1 	<p>I do</p> <p>Showcase a variety of hand puppets (from the EYFS area). Explain that the children in reception have enjoyed using finger and hand puppets to act out some of their favourite fairy tales but some of the puppets have got a bit tatty and there are no longer enough for all of the children. Mrs Bakker has asked for some more hand puppets for her class.</p> <p>Show children the different templates for the overall shape of the hand puppet.</p> <p>We do</p> <p>On whiteboards, children sketch their draft design whilst class teacher models a design annotating with stitches and added details.</p> <p>You do</p> <p>Children draw their design using one of the three template models.</p>
5	<p>Practical recap – running stitch and back stitch.</p>		<p>End of Unit Outcome</p> <p>Design, make and evaluate a hand puppet aimed at 4 and 5 year olds to help them with their story telling.</p> <ol style="list-style-type: none"> Follow the design from session four Draw around the chosen template and cut felt. Use running stitch or back stitch to join the front and back piece together. Add appropriate decorations to represent the chosen character. Test out the hand puppet.
6	<p>Talk Partners:</p>		<p>I do</p>

	<p>What does evaluation mean?</p>		<p>Model evaluating the model hand puppet and then asking a child to evaluate following the same questions. We do Children practise asking the evaluation questions to each other. You do Children take their puppets to the EYFS children and ask the evaluation questions to them. Children return from the classroom and write up their evaluation.</p>
<p>6 cont.</p>			<p>Assessment End of unit quiz Because, but, so Children use planning prompts to prepare their because, but, so answer. Children verbally share their views. Sewing is an important life skill because... Sewing is an important life skill but... Sewing is an important life skill so...</p>



Design technology – Textiles– African designs - Batik (Yr4)

End of Unit Outcome:
Design, make and evaluate a wall hanging featuring African patterns using wax batik.

Purpose and Audience:
The PTA are looking for new ways to raise money for the school. One suggestion is that pupils make items for sale. These items need to be bright, colourful and aesthetically pleasing so that people are attracted to them and want to buy them. Linked to your previous learning about Africa, please use African patterns as an inspiration to make a wall hanging (using batik) which will be sold as part of a PTA fundraiser.

Opportunities for writing, oracy and mathematics:
Write instructions and annotations
Verbally share and write responses to because, but, so
Measuring and cutting lengths of cotton.

Considerations
Ensure ordering of dyes, wax pellets and plain material in plenty of time.
Hot wax – ensure adult supervision of the wax kettles as spilt wax could burn – explain safety measures and expectations to children and review these throughout the unit.

Equipment
Wax kettles
Wax Pellets
Paintbrushes (old)
Cotton
Coloured dyes
Bamboo or doweling
Ext: Needle and thread.

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Safety – how do we safely use scissors? **Recap**
- Know that design is to plan and make something with a specific purpose. **Recap**
- Know that design criteria are the rules we follow when designing a product. **Recap**
- Know that tools and equipment are used to cut, shape and join materials. **Recap**
- Know that materials are the things needed to make a design. **Recap**
- Know that to evaluate is to compare designs and say what is good and what needs improving. **Recap**
- Product research is researching products with similar design criteria to understand the market. **Recap Year 3**
- Know that batik originated in Indonesia;
- Know that batik is a way of decorating cloth using wax and dye(s);
- Know that batik uses hot wax, cotton, dye and spouted tool called a canting
- Know that dyeing is the application of dye or pigment to textile materials;
- Know that hot wax is painted or dripped onto a piece of cloth which is then dyed. The area covered in wax retains the original colour of the cloth;
- Know that African tribes created their own pattern as part of their identity;
- Know that African patterns are usually vibrant, colourful and include repeated patterns.

	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	Fabric production –	<ul style="list-style-type: none"> • Know that batik originated in Indonesia; 	I do

	weaving Joining material together – running stitch and back stitch	<ul style="list-style-type: none"> • Know that batik is a way of decorating cloth using wax and dye(s); • Know that batik uses hot wax, cotton, dye and spouted tool called a canting tool • Know that hot wax is painted or dripped onto a piece of cloth which is then dyed. The area covered in wax retains the original colour of the cloth; 	Show a variety of images of and real examples of batik. Allow the children to touch the material and look at it in detail Explain how batik is produced and where is originated from. Show children a canting tool when explaining the process. How to do Batik - YouTube We do Recap the process of batik creating a flow chart You do Children answer true and false questions about the batik process.
2		<ul style="list-style-type: none"> • Know that dyeing is the application of dye or pigment to textile materials; 	I do Show children a range of clothing items of different colours and explain that the different colours are the result of dyeing. Explain what dyeing is. Explain that now we can buy dyes in shops but historically clothes were made in more muted colours as the dyes were produced from natural ingredients. We do Model create a dye using turmeric (powder) You do In groups, children create a turmeric dye and select how they will dye their square of cotton (whole, tied with elastic bands, marbles etc
3	Tools and equipment are used to cut, shape and join materials	<ul style="list-style-type: none"> • Know that African tribes created their own pattern as part of their identity; • Know that African patterns are usually vibrant, colourful and include repeated patterns. 	I do Using African Patterns ppt, describe the features of African patterns and look at a variety of examples. We do Annotate examples of African patterns with the features You do Children attempt to create their own African inspired pattern
4	Materials are the things needed to make a design	<ul style="list-style-type: none"> • Know that hot wax is painted or dripped onto a piece of cloth which is then dyed. The area covered in wax retains the original colour of the cloth; 	I do Recap How to do Batik - YouTube Model using the canting tool to mark a pattern on a square of cotton. Verbalise the process and make clear to the children that the drips are continuous and so a continuous pattern is easier than one with lots of intricate components. Also demo how a paintbrush can be used. We do Discuss wax safety You do

			<p>Children experiment with the hot wax, canting tool and paint brush to decorate their piece of cloth. Cloth will be dyed in one central pot of dye</p>
5	To evaluate is to compare designs are say what is good and what needs improving.		<p>Design Challenge: Create a batik wall hanging inspired by African patterns. The PTA are looking for new ways to raise money for the school. One suggestion is that pupils make items for sale. These items need to be bright, colourful and aesthetically pleasing so that people are attracted to them and want to buy them. Linked to your previous learning about Africa, please use African patterns as an inspiration to make a wall hanging (using batik) which will be sold as part of a PTA fundraiser.</p>
6	Product research is researching products with similar design criteria to understand the market.		<p>End of unit outcome: Design, make and evaluate a wall hanging featuring African patterns using wax batik:</p> <ol style="list-style-type: none"> 1. Follow the design from session four 2. Review hot wax safety 3. Sketch the main outline of the design into cloth 4. Paint the design in wax using the canting tool 5. When the wax has hardened, dye the cloth 6. If desired, repeat for the second colour. 7. Once dry, attach the wooden rod and string to produce wall hanging. <p>In booklets, children evaluate their batiq wall hanging using the prompt questions.</p>
6 cont.			<p>Assessment End of Unit Quiz Because, but, so Children plan, orally rehearse and write their because, but, so response. Colour and pattern are important to a buyer because... Colour and pattern are important to a buyer but... Colour and pattern are important to a buyer so...</p>

Design technology – Textiles – Weaving – Yr 5

End of Unit Outcome:
Design, make and evaluate an aesthetically pleasing woven bag as a Christmas gift to a relative or friend. The bag should feature at least 2 colours.

Purpose and Audience:
Crafting and home-made products have becoming increasingly popular over the years and are especially popular during the Christmas period. With this in mind, design and make a woven bag featuring at least two colours for a relative or friend of your choice.



Opportunities for writing, oracy and mathematics:

Mathematics
Measuring and use of ruler during the production of a loom; counting to keep a consistent weave

Oracy
Talk Partners during recap and for rehearsal of the because, but, therefore.

Writing
Essay writing for because, but, so activity.

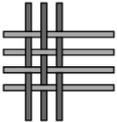
Considerations
Collect examples of woven bags – request from staff.
Make the scale of the bag appropriate to the skill of the child or consider using ribbon or thicker yarn for some children.

Equipment
Weaving boards
Ribbon
Wool/yarn
Scissors
Needles (plastic)

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Safety – how do we safely use scissors? **Recap**
- Know that design is to plan and make something with a specific purpose. **Recap**
- Know that design criteria are the rules we follow when designing a product. **Recap**
- Know that tools and equipment are used to cut, shape and join materials. **Recap**
- Know that materials are the things needed to make a design. **Recap**
- Know that to evaluate is to compare designs and say what is good and what needs improving. **Recap**
- Know that weaving is the action of making fabric by interlacing pieces of material **Recap Year 2**
- Know that material is interlaced at right angles (warp and weft) **Recap Year 2**
- Know that a loom is a machine or device for weaving on which holds the warp in place (vertical strands) **Recap Year 2**
- Know that a weave is how the warp and weft have been interlaced (plain weave, satin weave, twill weave) **Recap Year 2**
- Know that a plain weave is achieved by going over one warp then under one warp. **Recap Year 2**
- Know that recycled means that a product can be used again. **Recap Year 2**

- Know that materials we recycle include plastic, glass, cardboard, paper, metal **Recap Year 2**
- Know that various different products can be made from the same material **Recap Year 2**
- Know that twill weave is achieved by going over and under the warp according to a given fraction e.g., 2:1 over 2, under 1; 3:1 over 3, under 1
- Know that twill weave is stronger and less likely to tear than plain weave.
- Know that a satin weave is achieved by going over three or more warps before going under one.
- Know that satin weave results in one very soft side and a harsher rougher side (where more of the warp is exposed)
- Know that taut means stretched or pulled tightly
- Know how to make a loom ([\(122\) Weaving a Bag pt1 - YouTube](#); [\(122\) Weaving a Bag pt 2 - YouTube](#))
- Know that 'cottage industry' is where goods for sale are produced on a small scale usually in the home by hand.
- Know that in mass production, goods for sale are produced on a large scale usually in factories using machinery.
- Know that colour, pattern and style must be considered carefully when designing a product.
- Know that products are made for an audience who may have different tastes to ourselves.
- Know that functionality means fulfilling a purpose e.g., carrying something.

	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	See recap points above.		Children complete recap quiz in booklets. Self-assessment of answers with discussion where needed.
2	<p>Know that a plain weave is achieved by going over one warp then under one warp.</p> 	<ul style="list-style-type: none"> • Know that twill weave is achieved by going over and under the warp according to a given fraction e.g., 2:1 over 2, under 1; 3:1 over 3, under 1 • Know that twill weave is stronger and less likely to tear than plain weave. • Know that a satin weave is achieved by going over three or more warps before going under one. • Know that satin weave results in one very soft side and a harsher rougher side (where more of the warp is exposed) • Know that taut means stretched or pulled tightly 	<p>I do Show chn a variety of different pieces of weaving (images or material) Remind chn that they have been created by interlacing two pieces of material. Building on recap about plain weave, explain how twill weave and satin weave are produced. Using a premade loom model weaving a plain weave (over one, under one), twill 2:1 (over two, under one) and satin weave (over three, under one) Whilst weaving discuss how it is important to keep the yarn/wool taut so that the weave does not sag or have gaps in it.</p> <p>We do Using ribbon on a pre-made loom, children experiment with plain weave, twill 2:1 weave and satin weave in groups whilst the teacher models under visualiser.</p> <p>You do Chn label warp and weft on diagram in booklet. Children label diagrams of plain, twill and satin weave. Children answer the question: which weave do you think is the</p>

3	Write instructions for twill and sating weave using loom, warp, weft, taut	<ul style="list-style-type: none"> • Know how to make a loom ((122) Weaving a Bag pt1 - YouTube; (122) Weaving a Bag pt 2 - YouTube) • Know that ‘cottage industry’ is where goods for sale are produced on a small scale usually in the home by hand. • Know that in mass production, goods for sale are produced on a large scale usually in factories using machinery. 	<p>most attractive and why?</p> <p>I do Explain the link between this weaving topic and the current history learning. Discuss how industry moved from being predominately cottage industry pre industrial revolution to mass production during and after the industrial revolution. Explain that the textiles industry was benefitted from the revolution as the ‘power loom’ was invented and this automated fabric production. Using the following links, show how a handheld loom can be made: (122) Weaving a Bag pt1 - YouTube; (122) Weaving a Bag pt 2 - YouTube</p> <p>We do Following the step by step instructions, all children make a loom</p> <p>You do Children draw and label a diagram of their loom Ext: Children explain the function of the features.</p>
4	Jibber Jabber – tell me how I can make a loom.	<ul style="list-style-type: none"> • Know that colour, pattern and style must be considered carefully when designing a product. • Know that products are made for an audience who may have different tastes to ourselves. • Know that functionality means fulfilling a purpose e.g., carrying something. 	<p>I do Show the class a variety of different woven bags. Discuss the features of the bags. Ask the children which bags they prefer and why. Explain that product designers must consider their audience when designing a product – this might at times mean the product is not to their own tastes. Introduce the children to the notion of functionality. ‘What is the function of a bag?’</p> <p>We do Share the end of unit outcome with the class and from this, ask for contributions to design a bag for Mr Bakker and Miss Fielden. Discuss why the designs should be different and what impacts of the suggestions for each design.</p> <p>You do Children design their bag for their chosen friend or relative following the following criteria The bag must feature: -at least two colours of yarn -at least one type of weave -decoration (e.g., tassels) and or a handle</p>

			Children should annotate their design to explain the type of weave and any added decorations.
5	Define taut		<p>End of unit outcome</p> <p>Design, make and evaluate an aesthetically pleasing woven bag as a Christmas gift to a relative or friend. The bag should feature at least 2 colours.</p> <ol style="list-style-type: none"> 1. Follow the design from session four 2. Create a loom using cardboard, scissors and wool (if the loom made in session 3 is not useable) 3. Use your chosen weave and colours to create a bag. 4. Un-attach the weaving and warps from the loom and tie off to create a bag (122 Weaving a Bag pt 5 - YouTube) 5. Add decoration and/or a handle to ensure your product is functional. 6. Test out the bag <p>Evaluation</p> <p>Children complete the evaluation section of the booklet thinking about the functionality and appearance of their bag. Children identify how they could make their product better.</p>
6	Talk partners- what does evaluation mean? Why do we evaluate products?		
6 cont.			<p>Assessment</p> <p>Weaving End of Unit Quiz</p> <p>Talk Partners/Writing Opportunity: Prepare and practise and write your because, but and so response (in writing books). Remember to look back at your learning and apply this to your DT statements: The industrial revolution changed how material is woven because... The industrial revolution changed how material is woven but... The industrial revolution changed how material is woven so...</p>

Design technology – Eco Fashion (Yr6)

End of Unit Outcome:
Design, make and evaluate an item of clothing made from pre-loved clothing.

Purpose and Audience:
Fast fashion is resulting in a waste problem. Additionally, fast fashion means low wages which undermines the skill it takes to sew and produce clothing. In response to the problems of fast fashion many people and organisations are promoting pre-loved and second hand clothing.
Mrs Harman and the Eco-Council would like to promote the need to reuse and recycle clothes to our whole school community. They have asked for some suggestions of what people could do with old clothing rather than throwing it away.
Design, make and evaluate an item of clothing made form pre-loved clothing.



Opportunities for writing, oracy and mathematics:
Write instructions and annotations
Measuring
Preparing, writing and delivering a speech about why sewing is an important life skill.

Considerations
Scissor safety recap.
Using needles safety
Size of needles
Collecting a bank of second hand clothing

Equipment
Needles
Thread
Cotton
Embroidery hoops
Second hand clothing

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Safety – how do we safely use scissors? **Recap**
- Know that design is to plan and make something with a specific purpose. **Recap**
- Know that design criteria are the rules we follow when designing a product. **Recap**
- Know that tools and equipment are used to cut, shape and join materials. **Recap**
- Know that materials are the things needed to make a design. **Recap**
- Know that to evaluate is to compare designs and say what is good and what needs improving. **Recap**
- Know that sewing is joining or attaching materials using stitches **Recap Yr 3**
- Know that we use a needle and thread to sew **Recap Yr 3**
- Know how to thread a needle **Recap Yr 3**
- Know that stitches are a link, loop or knot made with a needle and thread **Recap Yr 3**
- Know that running stitch is a simple stitch running along the material (in, out, in out) and back stitch is a stich made from left to right (there appears to be no

gap between the stitches) **Recap Yr 3**

- Know that a whip stitch is a stitch used to repair seams and hems
- Know that a whip stitch uses angled stitches on the edge of two pieces of material
- Know how to sew using whip stitch
- Know that buttons are sewn onto clothing by bringing the needle from the back of the material to the front and then through the holes on the button.
- Know that some buttons have two holes and some buttons have four holes
- Know that pre-loved or second hand clothes are items which have previously been owned and worn
- Know that the audience of a product must be kept in mind when designing and making items
- Know that old items can be given a new lease of life by adding details

	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	Define sewing Describe how running stitch and back stitch are produced Describe how you thread a needle.	<ul style="list-style-type: none"> · Know how to thread a needle Recap 	<p>I do Explain that an important skill linked to sewing is how to thread a needle. Following the instructions on (127) How to Thread a Needle for Hand Sewing – Beginner Sewing Tutorial 1 - YouTube model threading a needle.</p> <p>We do Alongside the instructions from the video and teacher modelling, the children practise threading a needle. Teacher to support/observe every child to thread a needle.</p> <p>You do Children thread the needle and then rehearse the previously taught stitches (running and backstitch)</p>
2	Talk Partners: Threading a needle.	<ul style="list-style-type: none"> · Know that a whip stitch is a stitch used to repair seams and hems · Know that a whip stitch uses angled stitches on the edge of two pieces of material · Know how to sew using whip stitch 	<p>I do Explain what whip stitch is and talk through the process of joining two edges together using whip stitch using: How to Whipstitch (with Pictures) - wikiHow</p> <p>We do Under the visualiser model whip stitch whilst the children follow your instructions and model.</p> <p>You do Children continue to join the edge of their two pieces of material to form a pocket using whip stitch Children annotate images of whip stitch in their booklet</p>
3	Label the stitches based on images	<ul style="list-style-type: none"> · Know that buttons are sewn onto clothing by bringing the needle from the back of the material to the front and then through the holes on the button. 	<p>I do</p>

	<p>– running, back and whip</p>	<ul style="list-style-type: none"> · Know that some buttons have two holes and some buttons have four holes 	<p>Explain how a button can be sewn onto a piece of material either to replace an old button or to add detail and interest (decoration). Watch and discuss: How to sew a Button (Craft Basic Sewing) - Bing video</p> <p>We do Under the visualiser model sewing a button onto a piece of fabric whilst the children follow your instructions and model.</p> <p>You do Children complete sewing the button onto the material and then write instructions for sewing on a button in their booklets.</p>
<p>4</p>	<p>Talk Partners: define design criteria, audience and purpose</p>	<ul style="list-style-type: none"> · Know that pre-loved or second hand clothes are items which have previously been owned and worn · Know that the audience of a product must be kept in mind when designing and making items · Know that old items can be given a new lease of life by adding details 	<p>I do Explain what pre-loved or second hand and why it is important that people begin to re-use and recycle clothing (environmental impact, financial impact) Remind children of audience and purpose and then explain that the audience must be considered during the design criteria give the example of your taste being different from a friend's. Explain that the end of unit outcome for this sewing unit is linked to giving an old piece of clothing a new lease of life by transforming it into something else or adding to it.</p> <p>We do Using the selected item of clothing, ask children to discuss and identify a way in which they could transform it using the other items available.</p> <p>You do Design an item of clothing made from pre-loved clothing following the criteria:</p> <ol style="list-style-type: none"> 1. The original item of clothing must be transformed by adding something new to it 2. The item can be designed for yourself or a person of your choice 3. The transformation must involve sewing using running stitch, back stitch or whip stitch (or multiple stitches) 4. The transformation should include at least one button

			
5	Design		<p>End of unit outcome</p>
6			<p>Design, make and evaluate an item of clothing made from pre-loved clothing.</p> <ol style="list-style-type: none"> 1. Follow the design from session four 2. Find suitable clothing items 3. Cut clothing items as needed 4. Using running stitch, back stitch and or whip stitch to join pieces of clothing together or add items to the clothing 5. Sew on a button 6. Test out the item 7. Take a photo of the item to share with the intended audience if it is not you. 8. Upload the photo to class dojo so that the opinion of the audience can be sought. <p>Evaluation</p> <p>Children complete the evaluation section of the booklet thinking about the functionality and appearance of their clothing. Children identify how they could make their product better.</p>
6 cont.			<p>Assessment</p> <p>End of unit quiz</p> <p>Because, but, so</p> <p>Sewing is an essential life skill that all should acquire because</p> <p>Sewing is an essential life skill that all should acquire but</p> <p>Sewing is an essential life skill that all should acquire so</p>