

Textiles	<u>Design brief and explore existing products</u>	<u>Explore and practise techniques (prototype)</u>	<u>Design a product</u>	<u>Make lesson:</u>	<u>Evaluate:</u>
Reception:	A range of bookmarks for children to explore made from different materials e.g. fabric, card, plastic, leather, cork, rubber. Have one for class story to model the used and purpose of a bookmark.	Threading activities on offer for the children as part of CP e.g. threading beads.	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> <li>• Colourful</li> <li>• Stays in the book</li> </ul> Children can design bookmarks using templates as part of provision.	Make a simple bookmark using threading of wool, large plastic needle and a strip of Binca	Test the product and see if it stays in the book and holds the page.
Vocabulary:	Material, fabric, technique, grip, detail, texture, pattern, shape, all common colours.				
Year 1:	Introduce a design brief to make a simple soft toy for a child. Look at existing products made by the Maua gang, look at existing soft toys- perhaps bring one in and think about how it has been made.	Practise sewing into 2 pieces of fabric Cutting out small pieces for applique- e.g. eyes, teeth.	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> <li>• Size</li> <li>• Suitable and safe for a child (no small parts)</li> <li>• Texture</li> <li>• Colours</li> </ul>	Make a simple soft toy (Block E- Textiles)	Take photograph of end product. Peer evaluation, children can share feedback. Children can reflect on the making process e.g. what was easy, what was difficult?

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Year 2	Introduced design brief to make a small blanket. Look at existing products e.g. quilts made by Frank Havrah Fassett (CDN has some of his fabric on a quilt and books about him). Look at patchwork blankets focusing on the use of shapes and complimentary colours.	"Jelly roll"- creating a roll of connected fabric ready to attach to another roll.	Using your deign brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> <li>• Complimentary colours</li> <li>• How to construct the blanket</li> <li>• Pattern pieces- same size/shape</li> </ul>	Make a small patchwork blanket (Block A- Textiles)	Identify what went well. Suggest improvements to product e.g. I should have used more blue. Fabric. Children to identify a new skill they have learnt (see CUSP oracy and vocab task for template)													

## Vocabulary:

Core Knowledge	Explanation
patchwork	Patchwork is a type of needlework where small pieces of cloth in different designs, colours or textures are sewn together.
overstitch	An overstitch is a stitch made over an edge or over another stitch.
repurpose	To repurpose means to change something slightly in order to make it suitable for a different purpose.

Technical Vocabulary	Definition
template	a shaped piece of metal, wood, card, plastic or other material used as a pattern for processes such as painting or cutting out
appliqué	a technique where pieces of fabric are sewn or stuck on to a larger piece to form a picture or pattern
quilt	fabric made from several layers with a decorative patchwork top layer

## Year 3:

Introduce design brief to make a bees wax sandwich wrap. Look at existing product by Toni Desrosiers. Have examples for children to handle, how do you think this has been achieved. Look at videos of process online.

Try different fabrics and coat and heat with wax- which fabrics are more suitable for a sandwich wrap and why?

Using your design brief, highlight what needs to be included in the end product:

- Fabric choice
- Able to keep the product cool
- Hardwearing
- Washable (wipe clean)
- Appearance (eye catching)
- Light weight

Make a bees wax sandwich wrap (Year, Block A Textiles-adapted product).

Take photograph of end product and label. Test against the criteria listed in the design brief section. Suggest ways the product can be improved. Have a success criteria taken directly from the design brief children to tick or cross if it was met. Children to identify a new skill they have learnt

Vocabulary:	Technical Vocabulary	Definition
	stiffen	to make something, such as cloth, hard and unable to bend
	cloth	woven or felted fabric made from wool, cotton or a similar fibre

Year 4:	Introduced design brief to make a fabric pencil case. Look at existing products that use Velcro- created by George De Mestral (create Velcro). Why was Velcro created as an alternative fastening?	Explore attaching different fastenings- evaluate ease of use- how suitable is it for the product? Revisit sewing 2 pieces of calico fabric together as a prototype to revisit prior sewing skills.	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> <li>• Easily accessible</li> <li>• Durable</li> <li>• Strong</li> <li>• Appearance</li> </ul>	Make a fabric pencil case (Block C- Textiles fastenings)	Take photograph of end product and label. Suggest ways the product can be improved. Children to explain how they met the design brief and begin to identify areas they didn't meet. Children to identify a new skill they have learnt
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Vocabulary:	Core Knowledge	Explanation	Technical Vocabulary	Definition
	shank	A shank is a short stem on the underside of a button that allows there to be a gap between the button and the cloth it is attached to.	buckle (noun)	a piece of metal at one end of a belt or strap, used to fasten the two ends together
	burr	A burr is a seed container covered in tiny hooks, which attaches to animal fur and clothing, facilitating effective dispersal.	fastener	a button, zip or other device for temporarily joining together the parts of things such as clothes
	hook and loop	Hook and loop is a fastening system using two sides of material: one covered in hooks and the other covered in loops.	raw edges	an unfinished, rough or undecorated edge

Textiles	<u>Design brief and explore existing products</u>	<u>Explore and practise techniques</u>	<u>Design a product</u>	<u>Make a prototype (1 lesson)</u>	<u>Make lesson (2 weeks):</u> <u>Week 1- prepare fabrics/design features</u>	<u>Evaluate:</u>
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					<u>Week 2- construct the final product</u>	
Year 5:	Look at existing products by Cath Kidston. Children to make a survey to find out what people desire in a waterproof bag. Complete the survey.	Practise deconstructing materials and consider how to get the most out of the fabric you have. Fabric properties- which types of fabric are suitable to waterproof and use for a bag (not too heavy). Complete table (smooth/soft, folds easily, tears, open weave (fraying), absorbs water/repels water.  Learning how to do different types of stitching on the sewing machine- running stitch, backwards stitch, zig zag stitch.	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> <li>• Waterproof</li> <li>• Lightweight</li> <li>• Appearance</li> <li>• Made from a recycled fabric</li> <li>• Include a fastening</li> </ul>	Children to create mini swatch to ensure they can stitch their chosen fabrics e.g. it isn't too thick, sews easily.	Make a waterproof bag made from reused fabrics (Year 5, Block C Textiles)	Take photograph of end product and label. Suggest ways the bag can be improved. Children to explain how they met the design brief and identify areas that were not successful and make suggestions on what they would do next time. Children to identify a new skill they have learnt

Vocabulary:	<b>Core Knowledge</b>	<b>Explanation</b>		
	durability	Durability is the quality of being able to last for a long time without breaking or becoming weaker.	<b>Technical Vocabulary</b>	<b>Definition</b>
	repurpose	To repurpose means to change something slightly in order to make it suitable for a different use.	beeswax	a yellow sticky substance that is produced by bees and is used especially for making candles and polish for wood
	functional	Something that is functional is practical and useful.	swatch	a small piece of cloth used to show people what a larger piece would look or feel like

Year 6:	Look at existing products by Isatou Ceesay (book- one plastic bag). Children to make a survey to find out what people desire in a storage container. Complete the survey.	Children to come up with ideas to test and trial e.g. joining crisp packets- how could they do that, can you do it?	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> <li>• Sustainable</li> <li>• Lightweight</li> <li>• Durable</li> <li>• Open and close sufficiently</li> <li>• Well made (no holes or gaps in stitching)</li> </ul>	Children to create mini swatch to ensure they can stitch their chosen fabrics e.g. trial and error- any final issues to resolve- reinforcing fabrics, fastenings to attach onto plastic bags.	Make a storage container using alternative materials (crisp packets) (Year 6, Block F Textiles)	Take photograph of end product and label. Suggest ways the product can be improved. Children to explain how they met the design brief and identify areas that were not successful and make suggestions on what they would do next time. Children to identify a new skill they have learnt
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