

Year Group: 4		Unit: Textiles - Sewing: using a variety of decorating stitch patterns
National Curriculum Aims The national curriculum for design and technology aims to ensure that all pupils: <ul style="list-style-type: none"> ➤ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ➤ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ➤ critique, evaluate and test their ideas and products and the work of others 		Technical knowledge ➤
		Product Outcome To make a bookmark using different stitches and patterns.
Prior Learning: Combining fabrics using the running stitch in Year Two and the blanket stitch in Year Three.		
Curriculum	Learning Intention/possible activities	Knowledge and Key Vocabulary
Evaluate ➤ Investigate and analyse a range of existing battery-powered products	How do designers use stitching to decorate a fabric product? Investigate and analyse a range of existing products. Test a range of stitches and their design potential.	Knowledge: <ul style="list-style-type: none"> - Design, make and evaluate a product for a known user for a given purpose. - Understand designers use a design-make-evaluate process for creating products. - Designers carry out research to match the product to the individual or group. - Designers choose the material and components because they best suit the product including making it appealing to the user. - Plan a design and follow the design to create a product. - To know which joining technique to use and how to make adjustments if needed. - Understand the benefits of re-cycling materials and how to avoid waste. - Explain why templates are used. - During the design process constant evaluation against the design brief is needed. -
Design ➤ Gather information about needs and wants and develop design criteria to inform the	How do designers know what will appeal to their audience?	Vocabulary: names of fabrics, fastening, compartment, button, structure, finishing technique, strength, weakness,

<p>design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p>	<p>Research what would appeal to my audience through a questionnaire (<i>KS2 class</i>) Create a design criteria.</p> <p>How can my research help me? Design a bookmark, informed by the results of my survey.</p> <p>Which stitches will result in most aesthetically pleasing bookmark? Practise stitches learnt in previous year groups and learn backstitch and cross stitch. Create an exploded diagram of my bookmark.</p>	<p>template, pattern, wastage, thread, stitch, seam, fray, user, purpose, prototype, annotated sketch, innovative, Design specification, Aesthetic, Functional</p>
<p>Make</p> <ul style="list-style-type: none"> ➤ Order the main stages of making. ➤ Select from and use tools and equipment to cut, shape, join and finish with some accuracy. ➤ Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. 	<p>How can I use a range of stitches to create a decorative pattern? Make a decorative bookmark decorated with a range of stitches in various colours.</p>	
<p>Evaluate</p> <ul style="list-style-type: none"> ➤ Investigate and analyse a range of existing battery-powered products. ➤ Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	<p>Does my product meet my design criteria? Evaluate my final product against my design criteria</p>	
<p>Thinking Deeper: What type of fabric product might a designer aim to create next? Consider gaps in the market and current/upcoming trends. What design features might need to be altered or added?</p>		
<p>Links to other subjects:</p>		
<ul style="list-style-type: none"> • Subject Specific links- Science – discuss the properties and suitability of materials for particular purposes. • Mathematics – compare and sort common 2-D and 3-D shapes in everyday objects. Recognise 3-D shapes in different orientations and describe them. • Spoken language – ask relevant questions to extend knowledge and understanding. Build their technical vocabulary. 		
<ul style="list-style-type: none"> • Personal Development – resilience 		
<ul style="list-style-type: none"> • SMSC – create a product that can be used by those with disability. 		

- | |
|---|
| • Cultural Capital – – gaining an understanding into how everyday products are designed and produced. |
| • Careers – market research, designers |
| • British Values – Respecting difference in terms of what is included on the decorative design. |
| • Equality – considering marketing to an inclusive audience |