



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Design and Technology	Funky Furnishing	6	Autumn	6 hours
End of upper key stage 2 objectives	<p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>			
Textiles				
End of unit objectives	<p>I can explain the process of turning raw cotton into cloth.</p> <ul style="list-style-type: none"> I know that products that are woven together are called textiles. I know that different textiles have different properties and can match these to their purpose. I can identify straight stitch, zigzag stitch, whip/blanket stitch, blind stitch, buttonhole stitch and overlock stitch on a variety of ready-made garments. 			

	<ul style="list-style-type: none"> • I can describe what the job of a fashion designer entails. • I can sew a basting stitch. • I can sew a whip stitch. • I can sew a hem. • I can sew back stitch. • I can sew an appliqué decoration. • I can use back stitch to embroider. • I know what a pattern piece is and why they are important when designing a garment. • I can design a drawstring bag, including the necessary pattern pieces. • I can use pattern pieces to measure, mark, cut and sew fabric. • I can sew design elements according to design criteria. • I can join two pieces of fabric by hand sewing, using an appropriate stitch. • I can evaluate my finished product against a set of design criteria. 	
Vocabulary	Design	Range of ideas, collect information, Different sources, Produce, Detailed, Step by step plan, Explain, Specific audience, Product, Design, Users view, Suggest, Alternative plan, Positives, Drawbacks
	Make	Tools, Equipment, Competently, Make, Prototype, Final piece, Persevere, Stages of making, Process, Accurate, Measurement, Precise, Strong, fit for purpose, Refine, Improve

	Evaluate	Suggest, Alteration plans, Positive features, Drawbacks, Evaluate, Appearance, Function, Original contents, Checking, best it can be, fit for purpose, Strong, Explain, Refine, Test
	Textiles	Choose, Textiles, Make, Attractive, Strong, Prototype, Joining techniques, Rolling, Folding, Concentrating, Reinforce

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Technical knowledge Lesson 1	2 hours	To investigate and analyse different types of cushions	<p>introduce the unit by telling children that they are going to develop their knowledge of, and skills in, different sewing techniques. Explain that they will be using these skills to design and create their own cushion cover.</p> <ul style="list-style-type: none"> • Tell the children that first they are going to learn more about the product that they will be making. • Use the slides to show the children different types of cushions from different time periods around the world, leading up to the present day and the wide and varied range we have now. • Explain that cushions can be designed to have both 'functional' and 'aesthetic' features. Do you know what these terms mean? Think, pair, then share your ideas. • Explain that 'functional' means it is practical, whilst 'aesthetic' refers to how appealing it is visually. • Using the slides, display a range of different cushions. Ask children to discuss the functional and aesthetic features of each one with a partner. 	<p>Slides Cushion Picture Cards Worksheet IA/IB/IC Product User Description Cards (FSD? activity only)</p>

			<ul style="list-style-type: none"> • Tell the children that they are now going to analyse some different cushions themselves <p>Activity</p> <p>In pairs, or as a small group, children read the Product User Description Cards. They need to match each one up with a Cushion Picture Card that they think will be best for each product user. Once children have completed their matching up, they can share and explain their ideas to another pair/group, and compare and contrast their thoughts and opinions.</p> <p>Children choose two of the Cushion Picture Cards (encourage them to choose pictures that are markedly different). They sketch and annotate their chosen cards in the boxes at the top of worksheet IC They compare and contrast them with the guidance of the questions on the sheet.</p> <p>Assessment Questions</p> <p>Do children understand the terms 'functional' and aesthetic'?</p> <ul style="list-style-type: none"> • Can children analyse an existing product in detail? • Can children compare and contrast existing products? 	
<p>Technical knowledge</p> <p>Lesson 2</p>	2 hour	To explore different ways to join fabric using sewing skills	<p>If we wanted to sew two pieces of fabric together, where would we start? What equipment would we need? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • Explain that we would first need to make sure that both pieces of fabric were the same size. Then we would need to decide if we wanted to use hidden or visible stitches. Discuss the photographs of the seams on the slide so that children understand the difference. • Show children how to pin the two pieces of fabric together, depending on whether they are using hidden or visible stitches. Ensure 	<p>Slides</p> <p>Stitches</p> <p>Instruction Sheet A/B/C/D</p> <p>Stitches</p> <p>Instruction Sheet E (FSD? activity only)</p> <p>Squares of fabric, approx. 10cm x 10cm</p>

			<p>children understand what is meant by the right side and the wrong side of the fabric.</p> <ul style="list-style-type: none"> • Show children examples of the hidden stitches they could use (running stitch, backstitch, overstitch or zigzag stitch) and the visible stitches they could use (overstitch or blanket stitch). • Use the slides to ensure children know how to thread a needle, and secure their first stitch with a knot (hidden or visible), as well as completing and securing their last stitch. • If children have used hidden stitches, show them how to turn their work inside out so that the right sides of the fabric are visible. • Tell the children that they are going to be investigating and trying out a range of joining stitches today. <p>They need to decide which one they think would be best to make their cushion with.</p> <p>Activity</p> <p>Children investigate which stitch (running stitch, backstitch, overstitch or zigzag stitch) is best for joining two pieces of fabric together. They can use Sewing Stitches Instruction Sheets A, B, C and D if needed.</p> <p>Assessment Question</p> <p>Do children know how to sew different stitches?</p> <ul style="list-style-type: none"> • Can children join two pieces of fabric together using their sewing skills? • Can children explain which stitch is best for a particular purpose? 	Thread, needles, scissors
<p>Design Lesson 3</p>	2 hours	To explore different ways to decorate fabric using sewing skills	<ul style="list-style-type: none"> • Tell the children that today we are going to focus on the aesthetic features of a cushion cover. Can you remember what this word means? Think, pair, then share your ideas. 	Slides Decorative Skills Instructions Cards

			<ul style="list-style-type: none"> • Explain that the aesthetics of a design refers to how appealing it is to look at. In what ways can a cushion be made more visually appealing? • Use the slides to discuss how the choice of fabric, use of adornments (such as buttons, beads, ribbons, bows, tassels and frills) and skill of appliqué can be used to make a cushion cover visually attractive. • Explain that today children are going to be exploring how to decorate fabric using their sewing skills. <p>Activity</p> <p>For this activity, the children need to be organised into three mixed ability groups. They will practise three different decorative sewing techniques, spending an allotted amount of time on each activity. Children use the squares of fabric and the Decorative Skills Instructions Cards (which have sections entitled 'to begin..', 'try this next...', and 'challenge yourself to...') to practise following techniques:</p> <ul style="list-style-type: none"> • sewing a button or bead onto fabric • embroidering a shape onto fabric • appliqué (attaching smaller pieces of fabric to the larger piece). <p>Assessment Questions</p> <p>Can children use stitching for decorative purposes?</p> <ul style="list-style-type: none"> • Can children sew a button/bead/ribbon onto fabric accurately? • Can children see how to combine these skills to create a design for a product? 	<p>Simple Picture Cards (FSD? activity only)</p> <p>Squares of fabric, approx. 10cm x 10cm</p> <p>Needles, thread, fabric pencil marker</p> <p>Buttons, beads, smaller scraps of fabric</p>
<p>Make</p> <p>Lesson 4</p>	2 hours	To explore different ways to create fastenings	<p>all the children that today we are going to explore different fastenings that could be used for cushions.</p>	<p>Slides</p> <p>Instructions Sheet A/B/C</p> <p>Fabric</p>

			<p>Explain that most cushions have a resealable opening on one side, where a filling can be added or removed. Why would this be useful? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • What should the success criteria be for a cushion cover fastening? Think, pair, then share your ideas. <p>Explain that it needs to be secure, durable, and, if it is part of the visible design, aesthetically pleasing.</p> <ul style="list-style-type: none"> • What fastening methods can you think of? Think, pair, then share your ideas. • Show the children pictures of some types of fastenings they could use. What advantages and disadvantages would each method have? Think, pair, then share your ideas. • Tell the children that we are going to look at three methods for creating a fastening for our cushion covers: the envelope fold, snap fasteners and buttons with button holes. • Use the slides to show children how to create each type of fastening. <p>Activity</p> <p>Give the children a range of fabrics and fastening materials such as buttons, snap fasteners, and VELCRO[®], and let them explore how to create different fastenings themselves. Which is the most secure and why? Children share and explain their ideas and opinions with the rest of the class.</p> <p>Children will follow Instructions Sheet C to practise using buttons and creating button holes as a fastening method for a cushion cover.</p> <p>Assessment questions</p> <p>Can children talk about the advantages and disadvantages of the different types of fastenings?</p>	<p>Snap fasteners, buttons, VELCRO[®].</p> <p>Needles, pins, thread, fabric marker pencil</p>
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			<ul style="list-style-type: none"> • Can children use their sewing skills to create a secure fastening? • Can children assess which fastening would be the most suitable for a particular product 	
<p>Make Lesson 5</p>	2 hour	To design a cushion cover	<p>Tell the children that today they are going to be using their knowledge of joining techniques, decorative sewing skills and understanding of how to create fastenings to design their own cushion cover! What will we need to think about before we begin our design? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • Using the questions on the slide, encourage children to think about the user and the purpose of their cushion. • Next, ask children to discuss what joining techniques, decorative sewing skills and fastenings they are going to use in their design, as well as the equipment and materials they will need. What will you use and why? Think, pair, then share your ideas. • Now focus on the order of the making process. What needs to be done first? What step must be taken before another one can be completed? Share some tips from the sewing bees! • Give children a few minutes to think about which parts of the making process they think will be easy for them, and which parts may be more challenging. Who could you ask if you needed help? Think, pair, then share your ideas. • Tell the children now that they have thought carefully about these different aspects, it is time for them to create their own design. <p>Activity</p> <p>Children complete Design Sheet 5B. They need to complete an annotated sketch of their design, record the user and purpose of the cushion cover, and explain their chosen stitches, fastenings, and measurements. They will need to record their order of work for the</p>	<p>Slides Design Sheet 5A/5B Coloured pencils Patch Design Sheet (FSD? activity only)</p>

			<p>making process, and explain how they will know if their design has been successful.</p> <p>Using the Patch Design Sheet, children design a square patch for a giant class patchwork cushion. (The shape of the cushion and the size of the patch depends on the number of children in the class; some children could make more than one patch if necessary, or some patches could deliberately be left blank.)</p> <p>Children can use as many of the techniques and decorative sewing skills as they wish to design their patch.</p> <p>Can children create a design according to specific criteria?</p> <ul style="list-style-type: none"> • Can children explain their design and the techniques they will use? • Can children explain the process they will need to undertake to make their product? 	
<p>Make/Evaluate Lesson 6</p>	2 hour	To make and evaluate a cushion cover	<p>Tell the children that today they will be making their cushion cover.</p> <ul style="list-style-type: none"> • Remind them to be organised by gathering all of the equipment and materials that they will need. <p>Encourage them to refer to their plan regularly, and think carefully about each step in the process.</p> <ul style="list-style-type: none"> • Explain to the children that if they need to change part of their design during the making process, they can. Explain that most designers alter their plans along the way in order to improve the finished product. • Before they begin, discuss any safety tips or issues with the children when using equipment such as needles, pins and scissors. <p>Activity</p>	<p>Slides Fabric Buttons, snap fasteners, beads, ribbon Scissors, thread, needles, pins Teacher Notes (FSD? activity only) Evaluation worksheet 6A/B</p>

			<p>Children work independently to follow their design to make their cushion cover. Encourage children to pay attention to detail in order to ensure that their product is of a high quality.</p> <p>Assessment questions</p> <p>Can children follow a design to create a finished product?</p> <ul style="list-style-type: none">• Can children successfully use a range of sewing techniques?• Can children evaluate their own and others' work?	
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