



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Design and Technology	Textiles and Fashion	5	Summer 2	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, Concentinaing , Reinforce

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Technical knowledge Lesson 1	2 hours	To investigate and analyse items made using textiles: the materials used and how they are made.	<p>The first slide shows a number of different items of clothing. These clothes are made from cotton. Do you know what cotton is? How is it turned into cloth to make clothes? Allow children time to discuss and respond to the questions. The following slides explain the process of cotton fabric production.</p> <p>Explain that cotton lint can be woven with synthetic fibres to make it lighter, stronger or stretchier. The slide illustrates this.</p> <p>Show the images of different types of clothing. What are the properties of the textiles used in these?</p> <p>Explain that it might help to think about when and why each is worn. Allow time for children to discuss their ideas. The following slides suggest some textile properties and reasons for their use.</p> <p>How are textiles joined together? What equipment might be used? Once children have discussed these questions, show the slides explaining how sewing, gluing and fasteners can be used.</p> <p>Explain that today we will be looking closely at the materials clothes and other items are made from, identifying how they are constructed and</p>	<p>PlanBee Lesson 1</p> <p>Slides, resource sheets and stitch guide.</p> <p>Different kinds of materials and garments</p> <p>Microscopes</p>

			<p>the properties of the textiles used. Children can use microscopes to look closely at the different fibres. They could record their observations as part of the Plan Bee resources.</p>	
<p>Technical knowledge Lesson 2</p>	2 hour	<p>To explore some ways in which textiles are joined and decorated.</p>	<p>The first few slides explain some of the techniques and processes used by fashion designers when researching and designing products made using textiles. Most products made by fashion designers consist of several flat pieces of fabric that are joined together in different ways. The following slides explain some basic sewing stitches that are used to join pieces together. Some of these hand-sewing techniques can be used to add decoration to products made using textiles.</p> <p>The slides show examples of these. Explain that today we will be investigating a range of sewing techniques used to join and decorate products made using textiles.</p> <p>Provide children with a range of sewing materials (described above in 'Resources') and a piece of plain material approximately 20x20cm. The Sewing Skills Sheet describes a number of sewing stitches and decorative techniques which children should attempt on their square of material. You may wish to demonstrate how to do some of the stitches; the Teacher's Notes explain these in detail.</p>	<p>Plan Bee lesson 2</p> <p>Twinkle Sewing Stitches guide</p> <p>Needles, threads, buttons, material.</p>
<p>Design Lesson 3</p>	2 hours	<p>To design an item made using textiles, and draw pattern pieces.</p>	<p><i>The next three lessons can either be carried out straight from the Plan Bee (making a bag) or the Twinkle pack on making a phone case can be incorporated so the final piece is the phone case rather than the bag. You may want to provide children with an option.</i></p> <p>How do fashion designers turn sketches into real products made using textiles? The following slides explain the process of measuring and marking up pattern pieces, then cutting them out and using them to transfer a design to sheets of cloth.</p> <p>Why don't fashion designers just draw their measurements straight on to pieces of fabric? Wouldn't that save time? Allow time for children to</p>	<p>Plan Bee Lesson 3</p> <p>Twinkle Make a Phone case</p> <p>Teacher resources</p> <p>Slides</p> <p>Planning sheets</p>

			<p>discuss and respond to these questions. The following slide has some examples of responses to these questions.</p> <p>Explain that today we will be designing items made using textiles and drawing pattern pieces for them.</p> <p>In this main activity, children will design a drawstring bag and draw pattern pieces, which will be used to make their design over the remaining lessons of this scheme of work.</p> <p>The Teacher's Notes for this lesson include instructions for a teacher demonstration of how to measure, draw and cut pattern pieces for a drawstring bag. It also includes dimensions for drawstring bag pattern pieces which should be drawn on large sheets of plain paper and given to lower ability children to work with.</p> <p>If you prefer, children can draw just one pattern piece, as the front and back pieces of this design are the same.</p>	
<p>Make Lesson 4</p>	2 hours	<p>To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design.</p>	<p>N.B. The slides and Main Activity are a continuation from the previous lesson in this scheme of work.</p> <p>.The first slide briefly reminds children of the purpose of pattern pieces in fashion design. Show the slides explaining how design features marked on pattern pieces are transferred to fabric so that it can be cut correctly. Highlight the importance of ensuring that marks are made on the wrong side of the fabric. The fabric you use for the Main Activity will affect what colour/type of chalk/pen you use to mark up - a contrasting colour to the fabric is necessary for clear markings.</p> <p>Explain that today we will be using pattern pieces to mark and cut fabric, then adding design elements to the cut pieces.</p>	<p>Plan Bee lesson 4 Slides Teacher resources Materials to make the product chosen.</p>
<p>Make Lesson 5</p>	2 hour	<p>To join fabric pieces by hand sewing.</p>	<p>The first few slides demonstrate how to pin the cut pieces of fabric and join them by hand sewing. Two sewing stitches are shown: whip stitch (suggested for lower/middle ability children) and back stitch (suggested for higher ability children).</p>	<p>Plan Bee lesson 5 Slides Teacher resources</p>

			<p>Show how to finish sewing each seam, tying the thread to ensure it does not unravel. The slide illustrate this. Explain that it is important that any hand-sewn design elements to be included on the fabric pieces are finished before they are joined, as it will be more difficult to decorate them once sewn together.</p> <p>Explain that today we will be joining fabric pieces together by hand sewing.</p> <p>Continuing from the previous lesson, children should finish sewing their design on to the front piece of their drawstring bag (if they have not already done so) before continuing with the main activity.</p>	Materials to make the product chosen.
<p>Make Lesson 6</p>	2 hour	<p>To sew hems on an item made using textiles; to add design details.</p>	<p>Show the slides explaining how to pin and sew the hems at the top of the drawstring bag which was sewn together during the previous lesson. The hems will create a channel through which a cord drawstring can be threaded.</p> <p>Explain how the simple drawstring bag design can be adapted by adding eyelets to one or two of the bottom corners, then threading one or two cord drawstrings through them. The slides show how doing this can turn the drawstring bag into one which can be slung over one or both shoulders, like a backpack.</p> <p>The following slides suggest some ways in which finished items such as this bag can be decorated using fabric pens, sequins, iron-on transfers etc.</p> <p>Explain that today we will be sewing hems and adding design details.</p>	<p>Plan Bee lesson 6 Slides Teacher resources Materials to make the product chosen.</p>