

**Pentecost 2**  
**Design & Technology – Textiles: Fastenings: Y4**

**Scripture Link:**

**National Curriculum Objective:**

**Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose)**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	I can explain what a fastening is and the purpose of them.	I can explain the advantages and disadvantages of different types of fastening type.	I can design a product to meet design criteria.
<b>Recall and Retrieval</b>	<ul style="list-style-type: none"> <li>that 'joining technique' means connecting two pieces of material together.</li> <li>that different techniques for joining materials can be used for different purposes.</li> <li>that sewing is a method of joining fabric.</li> </ul>	<ul style="list-style-type: none"> <li>what a running stitch looks like, how to use it and when it is used.</li> <li>it is the quickest stitch to use</li> <li>that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>I know that a fastening is something that holds two pieces of material together.</li> </ul>	<ul style="list-style-type: none"> <li>that drawing a design idea is useful to see how an idea will look.</li> <li>how to use my own ideas and the <b>ideas and experiences of others</b> to design something.</li> <li>I know that a fastening is something that holds two pieces of material together.</li> <li>I know what the main types of fastenings are.</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>I know that a fastening is something that holds two pieces of material together.</li> </ul>	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>I know what the main types of fastenings are.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>I know how to include a fastening.</li> </ul>
<b>Key Skills/disciplinary knowledge</b>		<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>I can say what the benefits of each fastening type are.</li> <li>I can say what the disadvantages of each fastening type are.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>I can write design criteria for a product, articulating decisions made.</li> <li>I can design a personalised book sleeve.</li> </ul>
<b>Key Vocabulary</b>		Fabric, fastening, fix	Fabric, fastening, fix

<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>		Pupils needing extra support: <ul style="list-style-type: none"> <li>• may need support with writing their thoughts, coupled with the Activity: Word bank to help prompt ideas; could begin by looking at likes and dislikes before moving on to more critical thinking skills to provide an initial focus.</li> </ul>	Pupils needing extra support: <ul style="list-style-type: none"> <li>• will need support with recording their ideas, may need support with using large pieces of paper to explore with the possible shapes of the case.</li> </ul>
<b>Challenge</b>		Pupils working at greater depth: <ul style="list-style-type: none"> <li>• should be encouraged to consider larger production issues, e.g. time involved in assembling a fastening, costs, profit margins;</li> <li>• should be encouraged to extend critical thinking on their product analysis, for example: thinking about the future of the fastening, easy to fix? Repairable? Replaceable?</li> </ul>	Pupils working at greater depth: <ul style="list-style-type: none"> <li>• will need to consider their target audience in more detail: What style product might appeal to them? What will they not like?;</li> <li>• may wish to make a mood board using images from magazines or the internet; could also create their own templates for their book cover, rather than using those provided – reminding them to allow the extra room required for the book itself.</li> </ul>
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			
<b>Wider links</b>			

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	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	I can make and test a paper template.	I can assemble a book jacket.	I can evaluate my book jacket.
<b>Recall and Retrieval</b>	<ul style="list-style-type: none"> <li>• how to use scissors to cut.</li> <li>• that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>• how to join materials and components in different ways (using running stitch, large eye needles, glue, staples, over-sewing, tape) <b>with increasing accuracy and precision.</b></li> <li>• how to cut out shapes created by drawing around a template onto fabric with help.</li> </ul>	<ul style="list-style-type: none"> <li>• that drawing a design idea is useful to see how an idea will look.</li> <li>• that different techniques for joining materials can be used for different purposes.</li> <li>• I know that creating a mock-up (prototype) of my design is useful for checking ideas and proportions.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that a design specification is a list of success criteria for a product.</li> <li>• I know that my design is fit for purpose</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• I know that creating a mock-up (prototype) of my design is useful for checking ideas and proportions.</li> </ul>	<p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• I know that my design is fit for purpose</li> </ul>	
<b>Key Skills/disciplinary knowledge</b>	<p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• I can make and test a paper template with accuracy and in keeping with the design criteria.</li> <li>• I can measure, mark and cut fabric using a paper template.</li> <li>• I can select a stitch style to join fabric.</li> <li>• I can sew neatly using small regular stitches.</li> </ul>	<p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• I can join fabric by sewing.</li> <li>• I can stick to my design criteria.</li> </ul>	<p><b>Evaluate:</b></p> <p>I can test and evaluate an end product against the original design criteria.</p>
<b>Key Vocabulary</b>	Fabric, fastening, fix	Fabric, fastening, fix, needle, needle, eye, thread	
<b>Main teaching activity</b>			

<b><i>If the school has another short term planning format, this does not need to be included.</i></b>			
<b>Scaffolding</b>	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> <li>• may need support pinning their paper together and planning how they will attach the fastening.</li> </ul>	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> <li>• could cut out one large piece of fabric and fold in half so they only have two edges to sew;</li> <li>• might need support considering the order of assembly and threading needles</li> </ul>	
<b>Challenge</b>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>• should ensure that their templates are appropriately sized; should attempt a more complicated template (book jacket style).</li> </ul>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>• should use consistently small, neat stitches.</li> <li>• should consider what parts of their product will take more stress and ensure that the stitches in those areas are reinforced</li> </ul>	
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			
<b>Wider curriculum links</b>			