

PRIOR KNOWLEDGE:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

NATIONAL CURRICULUM:

- Research, design and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- Evaluate ideas and products against their own design criteria and consider the views of others to improve their work
- Apply understanding of how to strengthen, stiffen and reinforce more complex structures

KEY VOCABULARY: stitch, needle, thread, material, evaluate, aesthetics, design, brief, sailcloth, flax, natural fibres, , hemp, cotton, woven, spun, sewing machine, quilting, **types of stitch – running, basting, back stitch, invisible, slip, hemming, catch, overcast stitch/whipstitch**

Design and Technology: (Y4) Autumn

Make a sail for a ship/blanket for a house/clothing



Enquiry Questions:

1. What did ships use for sails? (sailcloth)
2. What types of blankets would have seamen had access to? I.e. materials?
3. How are blankets/sails made?
4. Research, plan, draw a design your blanket/sail labelling it with a exploded diagram
5. What different types of stitch are there, and when should you use one over another?
6. Make your design by:
 - Measuring and cutting your materials accurately
 - Sewing your hems using a stitch of your choice
7. Can you critically evaluating your blanket/sail , reflecting on what went well/what you'd change and why? Justify your responseCan you critically evaluating your blanket/sail , reflecting on what went well/what you'd change and why? Justify your responses

CONTEXT: Chn will have joined materials, usually either with an adult or having observed an adult join (i.e. where a hot glue gun has been required) Chn will have knowledge of simple sewing, and some may know more than one type of stitch. They will have more freedom in this session and have access to a wider range of materials. One would expect all chn to be able to thread a needle and to know at least one stitch.

STICKY KNOWLEDGE:

Chn can discuss properties of a range of materials
Chn can cite what blankets/sailcloth were/are made from
Chn can accurately cut and measure
Chn can name a type of stitch – running, basting, back stitch, invisible, slip, hemming, catch, overcast stitch/whipstitch

SKILLS:

Chn can - with growing accuracy - Sew, cut and measure
Chn can use exploded diagrams
Chn can critically evaluate a product, suggesting improvements