

Years 5

Focus

Combining different fabric shapes

Prior learning

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

tablet case	mobile phone carrier
shopping bag	insulating bag hat/cap
garden tool belt	slippers sandals
fabric advent calendar	fabric door stop
other – specify	

7. Links to topics and themes

Clothing	Hot and Cold	Communication
Festivals	Celebrations	Weather
Sustainability	Our School	Environment
other – specify		

5. Intended users

themselves	younger children		
older children	teenagers	parents	school
grandparents	teachers	gardeners	
other – specify			

8. Possible contexts

home school leisure culture enterprise
environment local community
other – specify

6. Purpose of products

celebration	educational	interests	hobbies
environmental	lifestyle	religious	
protection	other – specify		

9. Project title

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose). To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.

11. Related learning in other subjects

- **Spoken language** – ask questions, formulate, articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints.
- **Science** – work scientifically investigating properties of fabrics. Children plan different types of scientific enquiries to answer questions.
- **History** – significant person/people in their locality linked to textiles and products e.g. William Morris, Amanda Wakeley.

13. Related learning in other subjects

- **Mathematics** – apply knowledge of how 2-D nets can be formed into 3-D shapes; apply skills of accurate measuring using standard units i.e. cm/mm.
- **Art and design** – investigate methods of adding colour, pattern and texture on to textiles and how to make their own textiles through weaving or felt making.
- **Computing** – children express themselves and develop ideas using a range of information and communication technology resources.

15. Related learning in other subjects

- **Art and design** – use and apply drawing skills.
- **Writing and computing** – write and record a radio advert, making use of persuasive writing features, sound effects and music to promote the final product or event it is advertising.
- **Computing** – children express themselves and develop ideas using a range of information and communication technology resources.
- **Spoken language** – consider and evaluate others' viewpoints. Give a well-structured oral evaluation to include relevant technical vocabulary.

existing textile products
for investigation and
deconstruction linked to
their product

wide selection of textiles including reclaimed and reusable fabrics, dipryl

pins, needles, thread,
measuring tape,
left/right handed fabric
scissors, pinking shears
iron, iron transfer paper,
sewing machine

range of fastenings,
materials for insulating or
strengthening e.g. bubble
wrap, wadding,
interfacing

finishing materials e.g.
sequins, buttons, fabric
paints

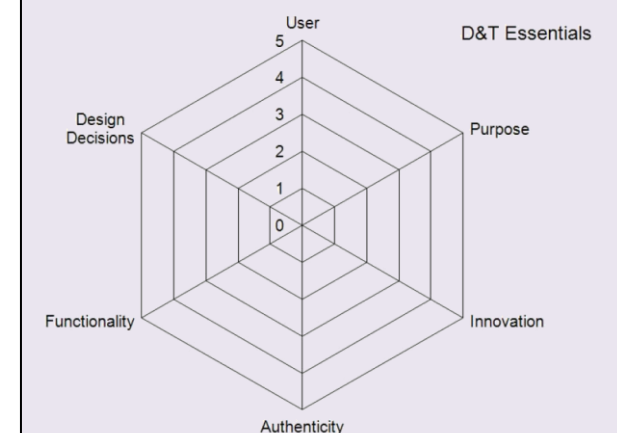
18. Key competencies

problem-solving	teamwork	negotiation
consumer awareness	organisation	motivation
persuasion	leadership	perseverance
other – specify		

19. Health and safety

Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

20. Overall potential of project



seam, seam allowance,
wadding, reinforce, right
side, wrong side,
hem, template, pattern
pieces

name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper

design criteria, annotate,
design decisions,
functionality, innovation,
authentic, user, purpose,
evaluate, mock-up,
prototype