1. Year Groups

Year 2

2. Aspect of D&T

Textiles

Focus

Templates and joining techniques

3. Key learning in design and technology

Prior learning

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products.

Designing

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

Technical knowledge and understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

4. What could children design, make and evaluate?

Making a flag for Talbot Primary School.

5. Intended users

Whole school

6. Purpose of products

To design a flag that represents our school values.

7. Links to topics and themes

Around the World

Different flags from different countries studied so far

8. Possible contexts

Hang designs in hall or at the entrance to the school or to decorate the Year 2 area.

9. Project title

Design, make and evaluate a flag for Talbot Primary School for displaying o the school grounds.

10. Investigative and Evaluative Activities (IEAs)

- Children investigate and evaluate existing products linked to flags around the world. Explore and compare e.g. fabrics, joining techniques, finishing techniques, fastenings used and meanings behind the symbols used.
- Use questions to develop children's understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why? What does the design mean?*
- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

11. Related learning in other subjects

- **Spoken language** – ask relevant questions to build understanding and their vocabulary.
- **Art and design** – quick drawings or detailed observational drawings of one product to develop and share ideas.

12. Focused Tasks (FTs)

- Investigate fabrics to determine which is best for the purpose of the product they are creating.
- Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.
- Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.
- Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.
- Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

13. Related learning in other subjects

- **Science** – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made.
- **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Listen and respond to adults.
- **Art and design** – use colour, pattern, texture, and shape as appropriate.

14. Design, Make and Evaluate Assignment (DMEA)

- Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products.
- Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished? Which symbols will be on it?*
- Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through.
- Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs.
- Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

15. Related learning in other subjects

- **Science** – use knowledge of properties of everyday materials to select appropriate ones for their products.
- **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Explain and articulate their ideas orally.
- **Art and design** – use and develop drawing skills.
- **Mathematics** – measurement using non-standard and standard units.

16. Possible resources

existing products linked to chosen project

variety of textiles e.g. dipryl, felt, reclaimed fabric

thread, pins, needles, magnet, staplers, staples, fabric glue

left/right handed scissors

items for finishing e.g. buttons, wool, fabric paints, sequins

drawing and colouring media

17. Key vocabulary

names of existing products, joining and finishing techniques, tools, fabrics and components

template, pattern pieces, mark out, join, decorate, finish

features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function

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. Web resources for teachers

https://www.youtube.com/watch?v=RkXin0uG_4Q Flag design

https://www.youtube.com/watch?v=5Hj78mZlGXU constructing the flag

https://www.youtube.com/watch?v=a_aUObFtNHE constructing no 2

https://www.youtube.com/watch?v=EUZ-FsyPomQ triangle flags

https://www.youtube.com/watch?v=uLV7TCBV_3U flags of the world

https://www.youtube.com/watch?v=zOti8U_-BNM European flags and countries _ SONG!