



Year group: Year 5

Term: Autumn

Subject: Design Technology – Textiles – pencil case or bag with a zip

### Prior learning

#### EYFSEYFS

Early experiences of exploring and using different fabrics, cutting and joining fabrics with different techniques.

#### Year 3 Summer Term

The children will have experience of making a purse or wallet using a variety of sewing and fastening techniques

### Notes and guidance

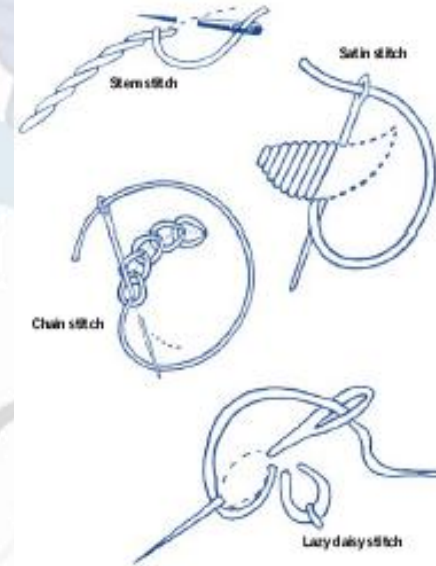
Develop skills of threading needles and joining textiles using a range of stitches. This activity must build upon children's earlier experiences of stitches e.g. improving appearance and consistency of stitches and introducing new stitches. Develop skills of sewing textiles by joining right side together and making seams. Children should investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches.

Develop skills of 2D paper pattern making using grid or tracing paper to create a 3D mock-up of a chosen product. Remind/teach how to pin a pattern on to fabric ensuring limited wastage, how to leave a seam allowance and different cutting techniques.

### Key vocabulary

Seam allowance Specification Stitches Template

#### Stitches



#### Teaching aids – fasteners

Children may want to use a fastener which should be appropriate for the purpose for the product.



### Using stitches as a finish for the product.

The children could design their finish for their product using a variety of appropriate stitches. They could draw enlarged examples of e.g. insects, flowers, animals and then decide which stitch would be best for each part. Use square paper for a grid to ensure the stitches are in the right place and are the right size.



Applique



Embroidery

### Substantive Knowledge

I know a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.

I know fabrics can be strengthened, stiffened and reinforced where appropriate.

I know the different stitch names.

### Disciplinary Knowledge

I know that designers create purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

### Procedural Knowledge

I can produce detailed lists of equipment and fabrics relevant to their tasks.

I can formulate step-by-step plans and, if appropriate, allocate tasks within a team.

I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.



### Links to other curriculum areas

Science Materials

Maths – measuring and shape.

### End Points

- To be able to use creativity and imagination to create high quality products.
- To master the use of a range of design technology tools and techniques.
- To be able to design, make and evaluate their products referring to whether it is fit for purpose and meets the design criteria.



## Key vocabulary definitions.

- **Seam allowance** — The extra edge of fabric between the stitching line and the cut edge, left so the seam stays strong and neat.
- **Specification** — A clear list of what a product must be or do (size, colour, materials, purpose) before you start making it.
- **Stitches** — The small loops or lines of thread that hold fabric pieces together when you sew.
- **Template** — A flat pattern or guide you draw around or follow so you can cut or shape materials accurately.

DESIGN