



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Subject: DT	Topic: Textiles	Differentiation
<p>NC Links:</p> <p>Design</p> <ul style="list-style-type: none">design purposeful, functional, appealing products for themselves and other users based on design criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">explore and evaluate a range of existing productsevaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">build structures, exploring how they can be made stronger, stiffer and more stableexplore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		
<p>Week 1: EXPLORE LO: I can explore different types of bags and what they are used for I can explore different types of materials used for bags</p>	<p>Introduce the idea of Little Red Hen – what happens in this story? (she bakes the bread, tell an edited version where LRH drops the bread on the floor – she’s so sad! What could she have used? (a shopping bag!). We are going to help LRH and design and make a shopping bag for her.</p> <p>Use the powerpoint as a prompt for questions – what is a bag? Who uses them? What do we use them for? When do we use them? What is their function?</p>	<p>Activity – identify different types of bag and their purpose.</p> <p>HA – Make a collage of their favourite types of bags/designs. Write sentences to explain what the bag is e.g. shopping bag, what it is used for and what it is made out of e.g. The shopping bag is used to</p>



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	<p>Have a range of bags on the tables for the children to explore – shopping bags, plastic bags, back packs, sport bags, musical instrument bags, hand bags, man bags etc. Prompt – what are they used for? What are they made from? What joins can you see? What are the bags made from?</p> <p>Bring back to the carpet and shares thoughts and ideas of the bags around the room. Identify the different types of materials – jcloth, felt, hessian, cotton, pillow cases, recycled materials.</p>	<p>carry heavy items. It is made out of plastic.</p> <p>MA - Make a collage of their favourite types of bags/designs. Write a sentence to explain what the bag is e.g. shopping bag, what it is used for and what it is made out of e.g. The shopping bag is used to carry heavy items.</p> <p>LA – match the bag to its purpose. Write one simple sentence: It is a shopping bag.</p>
<p>Lesson 2: EXPLORE LO: I can explore different ways to join materials</p>	<p>Recap – our project is to design and make a bag for Little Red – popcorn a different bag types. Have a range of bags on the tables for the children to explore – what materials are they made from? Are there any fastenings/pockets/additional parts? Can you see how 2 pieces of materials are joined? Discuss and share findings. (<i>Resources – real life bags, extra materials - felt, hessian, j-cloth, cotton</i>).</p> <p>How could we join two pieces of materials together? (take ideas – stapler, stitch, glue (discuss type of glue – fabric glue stronger), safety pins). Model each one and let the children practise using felt squares of pieces of j-cloth (FA)</p>	<p>FA: PIC COLLEGE Set each table up with a different 'join' e.g. staplers, fabric glue, sewing or safety pins. Children to carousel around the tables to complete all the joins, adults to support with sewing and safety pins.</p> <p>Record- what they think the best joining method will be for their bag.</p>



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<p>Lesson 3: DESIGN LO: I can use a design criteria I can design a purposeful shopping bag I can draw and label my design.</p>	<p>Use little red hen's design criteria (looks good visually, able to hold things, made out of fabric, joined together well using chosen method, has additional parts e.g. handles, pocket? Design e.g. flowers/ stripes on the front.</p> <p>Children to discuss with their partner: What fabrics would you like to use? (bring this discussion to a conclusion that the children will be using felt) How will you join the pieces of fabric together? Are you going to decorate the fabric? If so, how will you do it? What other features would you like your bag to have? (handles, pocket etc) Model how to complete a design sheet. If children want to make their bag a different shape (than square) they will need to make a 'pattern' on paper (this can be aimed at Y2s)</p>	<p>Complete the design sheet for the bag.</p> <p>LA – simple drawing and list of materials they require to make it.</p> <p>MA – sketch of their bag design, list of materials and answer the question How will you join the pieces of fabric together?</p> <p>HA – sketch their design and answers the questions</p>
<p>Lesson 4: MAKE: LO: I can select and use a range of tools to make my design I can choose appropriate resources according to their characteristics to match the criteria.</p>	<p>Half the children in provision and small groups making their bag with the teacher/TA Explain to the children that today they are going to make their bag. Model how to use their design sheet to collect resources – make sure they use the correct materials and joining method described.</p> <p>Have the children organised into groups – sewing, gluing, safety pins etc. Half the class to complete making their bags. The children can also make extras e.g. handles and attach.</p>	<p>FA – make their bags in small groups using their designs as a guide.</p>



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<p>Lesson 5: MAKE: LO: I can select and use a range of tools to make my design I can choose appropriate resources according to their characteristics to match the criteria.</p>	<p>Half the children in provision and small groups making their bag with the teacher/TA Explain to the children that today they are going to make their bag. Model how to use their design sheet to collect resources – make sure they use the correct materials and joining method described.</p> <p>Have the children organised into groups – sewing, gluing, safety pins etc. Half the class to complete making their bags. The children can also make extras e.g. handles and attach.</p>	<p>FA – make their bags in small groups using their designs as a guide.</p>
<p>Lesson Six: EVALUATE: I can evaluate my shopping bag against design criteria I can say what would make my shopping bag even better (stronger/stiffer more stable?)</p>	<p>Children to bring their finished project to the carpet/tables. Refer to the criteria – check the children have matched the criteria in discussion with their friend. Peers to give feedback – A star – what they like about it, a wish – what their friend could do to make it even better. What did the children find easy? What did they find challenging? Share ideas with the group.</p> <p>Model how to complete an evaluation form, using the criteria and their product.</p>	<p>Take a picture of their finished product to print and put in their file.</p> <p>LA – tick list for criteria. One star – what they did well/what has worked well/what they like about it. A wish – what could they do to make it even better?</p> <p>HA/MA – tick the criteria and answer the questions.</p>
<p>Key Vocabulary: Tier 2 – attractive, appealing, heavy duty, join, attach, clip, glue, strong, pockets, fastening, handles, sharp, sticky, evaluate, challenge Tier 3 – design, evaluate, materials, sew, needle, thread, felt, hessian, j-cloth, cotton, felt, leather, binca, safety pins, criteria,</p>		