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| **DT Year 3 Medium Term Planning – Textiles Block A** | | | |
| **National Curriculum**  **Design**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  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**  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  **Technical knowledge**  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  Apply their understanding of computing to program, monitor and control their products | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can you make a box out of cloth? | How can you make a box out of cloth? | How can you make a box out of cloth? |
| **Skills taught** | To make an accurate recording of test results and draw reasonable conclusions from these | Use a template to cut shapes accurately from fabric.  Can fold and manipulate fabric to cover the inside and outside of a box.  Can follow a series of steps to achieve an outcome | Can cut a range of shapes accurately using a template.  Can apply layers of fabric and PVA glue over a mould to create a desired form.  Can fold and manipulate fabric to create a neat box |
| **Recall and retrieval** |  | A template is used to replicate shapes.  Solutions can be applied to fabric to make it rigid. | A starch or PVA solution can be used to stiffen fabric.  A template can be used to cut desired shapes from fabric accurately. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Know what a variable and control sample is.  Know how to make a test fair. | **Key knowledge**  Know different ways about how to cover a box with fabric. | **Key knowledge**  Know ways in which a form can be reinforced or made more rigid |
| **Scaffolding** | Visual steps to success. | Teacher guidance.  Working examples.  Visual steps to success  Pupils make a record of the steps they have followed in their portfolios - can children who require more support have a ‘fill in the gaps’ sequence worksheet? | Teacher guidance.  Working examples.  Visual steps to success. |
| **Challenge** |  | Can pupils suggest how the inside of the box could be covered. Could they use the same template? Will the template need to be adapted? | Can pupils suggest which type sof fabric might be more suitable for making a cloth box and why? |
| **Key Vocabulary** | starch  PVA Glue  Gelatin  Stiffen  Interfacing  Cloth | starch  PVA Glue  Gelatin  Stiffen  Interfacing  Cloth | starch  PVA Glue  Gelatin  Stiffen  Interfacing  Cloth |