| **DT Year 4 Textiles Block C** | | | |
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| **National Curriculum - Key Stage 2**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:   * **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 do you keep a tea towel from slipping off a hook? | How do you keep a tea towel from slipping off a hook? | How do you keep a tea towel from slipping off a hook? |
| **Skills taught** | Can record and present findings in a coherent way | Can use a range of sewing techniques accurately and effectively | Can use running stitch accurately to attach pieces of fabric securely |
| **Recall and retrieval** | There are different types of fasteners  Materials can be sorted according to their properties  Objects can have different functions and purposes | Identify the component parts and purposes of a range of fasteners  Identify advantages and disadvantages of each fastener  Explain the suitability of fasteners for specific purposes Use running stitch | Attach a range of fasteners to fabrics  Reinforce a button hole using overstitching |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can name a range of fasteners and their component parts  Can identify the advantages and disadvantages of using each type of fastener  Can explain how and why different fasteners are suitable for different purposes  Can record and present findings in a coherent way | **Key knowledge**  Can explain the techniques they have used  Can identify where they have been successful and suggest improvements | **Key knowledge**  Can recall and refer to prior learning when making a design decision  Can explain a process and identify strengths and areas for development in their own work |
| **Scaffolding** | Working Examples  Visual steps to success  Teacher support | Working Examples  Visual steps to success  Teacher support | Working Examples  Visual steps to success  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Shank  Burr  Hook and loop  Buckle  fastener  Raw edges | Shank  Burr  Hook and loop  Buckle  fastener  Raw edges | Shank  Burr  Hook and loop  Buckle  fastener  Raw edges |