

Ashtree Primary School and Nursery Medium Term Plan for DT

Year 1/2 – Textiles – Fabric faces

Key Vocabulary

planning, investigating design, evaluate, make, user, purpose, ideas, product, join, fabric, cut, attach, glue, staple

Prior Knowledge

Chooses particular colours to use for a purpose, Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effects. Constructs with a purpose in mind, using a variety of resources. Use a range of small tools, including scissors,

Key Knowledge

To know how to join a range of fabrics

Key Skills

To draw around a template and cutting the fabric. Joining the fabric with glue, staples or tape,

KS1 Design and Technology National Curriculum

Design: design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Make: 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

Evaluate: explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria

Design and Evaluate

Children can be taught key knowledge by learning the skills below:

1. **I can explore fabrics:** Explore and evaluate a range of existing products in the context of exploring fabrics and fabric dolls/characters.
2. **I can select a material and shape it. I can join fabrics together and attach different materials:** Select from and use a range of textiles according to their characteristics in the context of selecting materials to represent their own hair. Explore joining the best way join fabric together.
3. **I can create and follow a design criteria:** Design purposeful, functional, appealing products for themselves and other users based on design criteria to design a fabric face. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups
4. **I can cut on a line and use a template to create my fabric face shape:** Select from and use a range of tools and equipment to perform practical tasks for examples cutting in the context of cutting around a template to create a face shape.
5. **I can follow my design carefully and use different tools to make my fabric face.** Select from and use a range of tools and equipment to perform practical tasks for examples cutting in the context of cutting around a template to create a face shape.
6. **I can evaluate my fabric face.** Evaluate their ideas and products against design criteria.

Curriculum Enhancements and Designers

CIL: Making a sock puppet, joining different materials.

Misconceptions

Suggested Activities

Curriculum links

- ❖ History: toys – fabric dolls.
- ❖ PSHE: ourselves
- ❖ Science: materials
- ❖ Art: textiles

This will lead children..

1. To discuss their ideas as they develop and say what their design has to do to achieve the design criteria
2. Use a template to shape a piece of fabric
3. Create a fabric face that reflects their own face
4. Join two pieces of fabric together using glue, staples or tape.
5. Evaluate their product saying what they like and what they could improve.