

**1. Year Groups**  
**Years**  
**1/2**

**2. Aspect of D&T**  
**Textiles**  
  
**Focus**  
**Templates and joining techniques**

**4. What could children design, make and evaluate?**  
glove puppet   finger puppet   simple bag  
clothes for teddy/soft toy/class doll  
fabric placemat   other – specify

**5. Intended users**  
themselves   friends   younger children  
parents   grandparents   teddy   story character  
class doll   soft toy   other – specify

**6. Purpose of products**  
plays with puppets   clothes for toys  
carrying and storing items   protecting surfaces  
imaginary role-play   other – specify

**16. Possible resources**  
existing products linked to chosen project  
variety of textiles e.g. dipryl, felt, reclaimed fabric  
thread, pins, needles, magnet, staplers, staples, fabric glue  
left/right handed scissors  
items for finishing e.g. buttons, wool, fabric paints, sequins  
drawing and colouring media

**17. Key vocabulary**  
names of existing products, joining and finishing techniques, tools, fabrics and components  
  
template, pattern pieces, mark out, join, decorate, finish  
  
features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function

**3. Key learning in design and technology**

**Prior learning**  
• Explored and used different fabrics.  
• Cut and joined fabrics with simple techniques.  
• Thought about the user and purpose of products.

**Designing**  
• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.  
• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

**Making**  
• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.  
• Select from and use textiles according to their characteristics.

**Evaluating**  
• Explore and evaluate a range of existing textile products relevant to the project being undertaken.  
• Evaluate their ideas throughout and their final products against original design criteria.

**Technical knowledge and understanding**  
• Understand how simple 3-D textile products are made, using a template to create two identical shapes.  
• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.  
• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.  
• Know and use technical vocabulary relevant to the project.

**10. Investigative and Evaluative Activities (IEAs)**  
• Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.  
• Use questions to develop children's understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?*  
• Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

**12. Focused Tasks (FTs)**  
• Investigate fabrics to determine which is best for the purpose of the product they are creating.  
• Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.  
• Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.  
• Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.  
• Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

**14. Design, Make and Evaluate Assignment (DMEA)**  
• Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products.  
• Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?*  
• Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through.  
• Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs.  
• Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

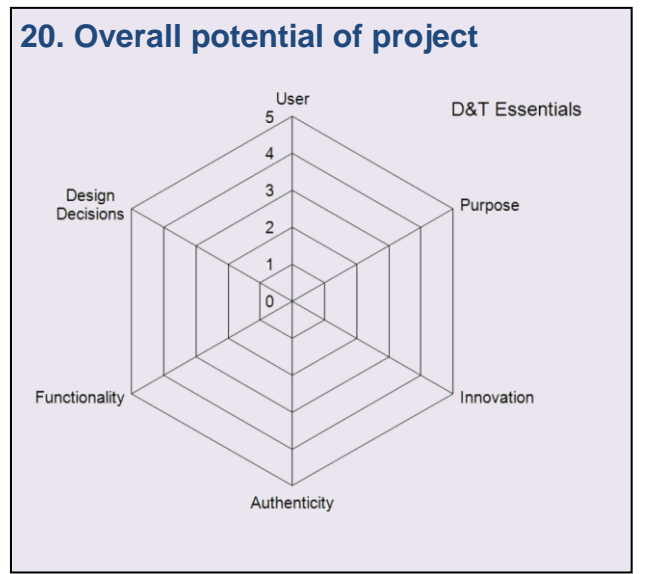
**11. Related learning in other subjects**  
• **Spoken language** – ask relevant questions to build understanding and their vocabulary.  
• **Art and design** – quick drawings or detailed observational drawings of one product to develop and share ideas.

**13. Related learning in other subjects**  
• **Science** – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made.  
• **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Listen and respond to adults.  
• **Art and design** – use colour, pattern, texture, and shape as appropriate.

**15. Related learning in other subjects**  
• **Science** – use knowledge of properties of everyday materials to select appropriate ones for their products.  
• **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Explain and articulate their ideas orally.  
• **Art and design** – use and develop drawing skills.  
• **Mathematics** – measurement using non-standard and standard units.  
• **Computing** – use technology purposefully to create and manipulate digital content.

**18. Key competencies**  
problem-solving   teamwork   negotiation  
consumer awareness   organisation   motivation  
persuasion   leadership   perseverance  
other – specify

**19. Health and safety**  
Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.



**Instant CPD**



**Tips for teachers**

- ✓ It is helpful if each child has a named plastic envelope, zip wallet or folder in which to keep their work safe.
- ✓ Give children the opportunity to join fabrics in a variety of ways through focused tasks and compare the outcomes.
- ✓ In order for children to thread their own needle start by using a needle with a large eye and a sharp point.
- ✓ Children's stitching skills may be in their infancy and fabrics need to be chosen with this in mind. Start with felt as it doesn't fray and progress to other fabrics.
- ✓ Fabrics used for children's products could be reclaimed.
- ✓ Children should be taught to place their templates and pattern pieces economically on the fabric.
- ✓ Children could be reminded of sustainability issues, and of the need to reduce, reuse and recycle.
- ✓ Demonstrate sewing techniques, joining two pieces of fabric e.g. running stitch.
- ✓ Demonstrate other ways of joining, not sewing, to the class e.g. sticking, stapling, lacing.
- ✓ Encourage the children to make a mock-up from dipryl (disposable cloth fabric).
- ✓ Put technical vocabulary onto flash cards.

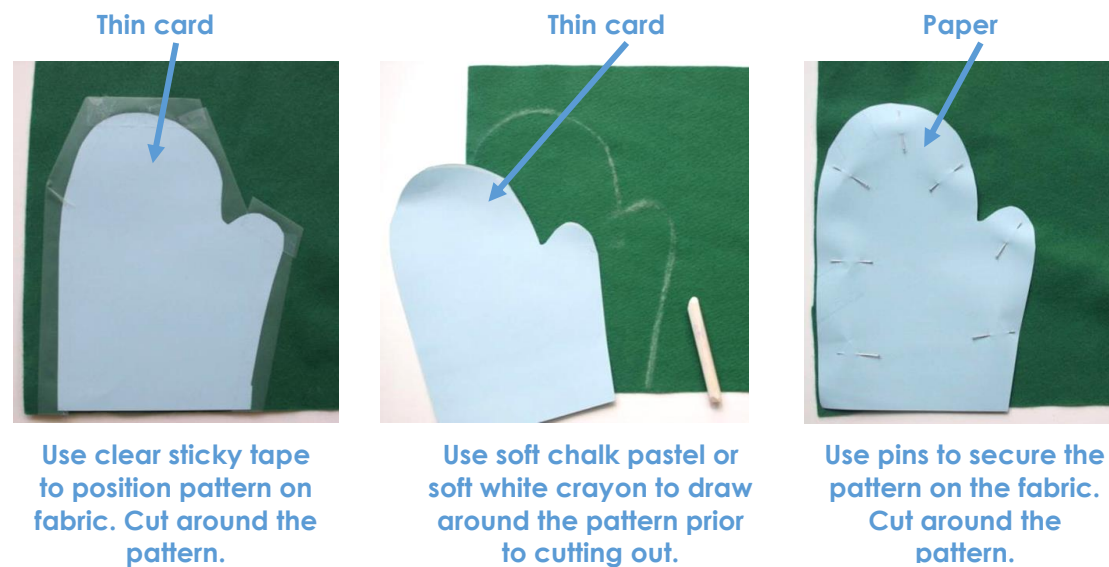
**Useful resources at [www.data.org.uk](http://www.data.org.uk)**

- [Joining and Fastening Fabrics](#)
- [Designing with textiles \(7-11 years\)](#)

**EYFS Resources**

- [Three Bears Picnic Blanket](#)
- [Let's Look at Hats](#)

**Three alternative ways of using templates and simple pattern pieces**



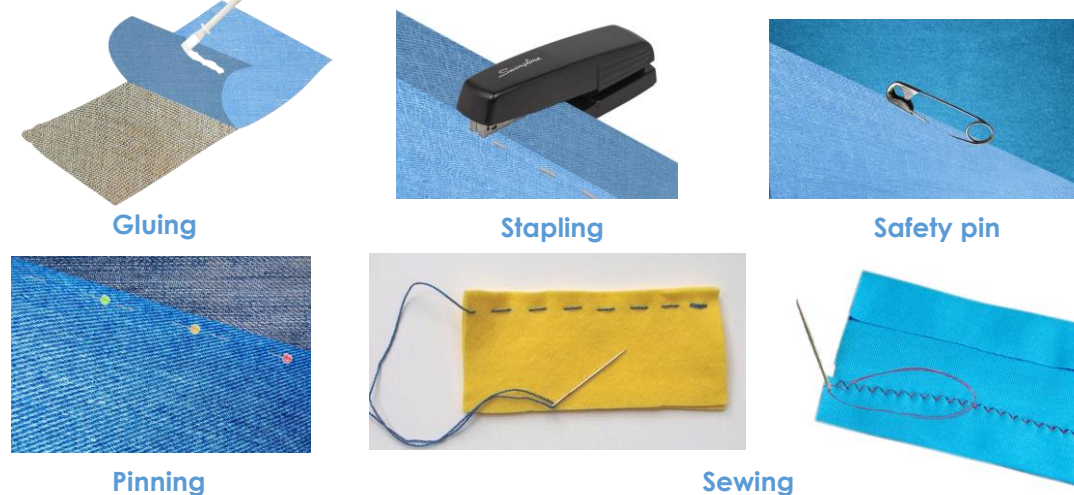
Thin card  
Use clear sticky tape to position pattern on fabric. Cut around the pattern.

Thin card  
Use soft chalk pastel or soft white crayon to draw around the pattern prior to cutting out.

Paper  
Use pins to secure the pattern on the fabric. Cut around the pattern.

**Exploring and evaluating joining techniques**

**Joining fabric**



Gluing

Stapling

Safety pin

Pinning

Sewing

**Finishing techniques**

**Textile paints – glitter**



Adding sequins and shiny fabrics



**Textile paints – raised**



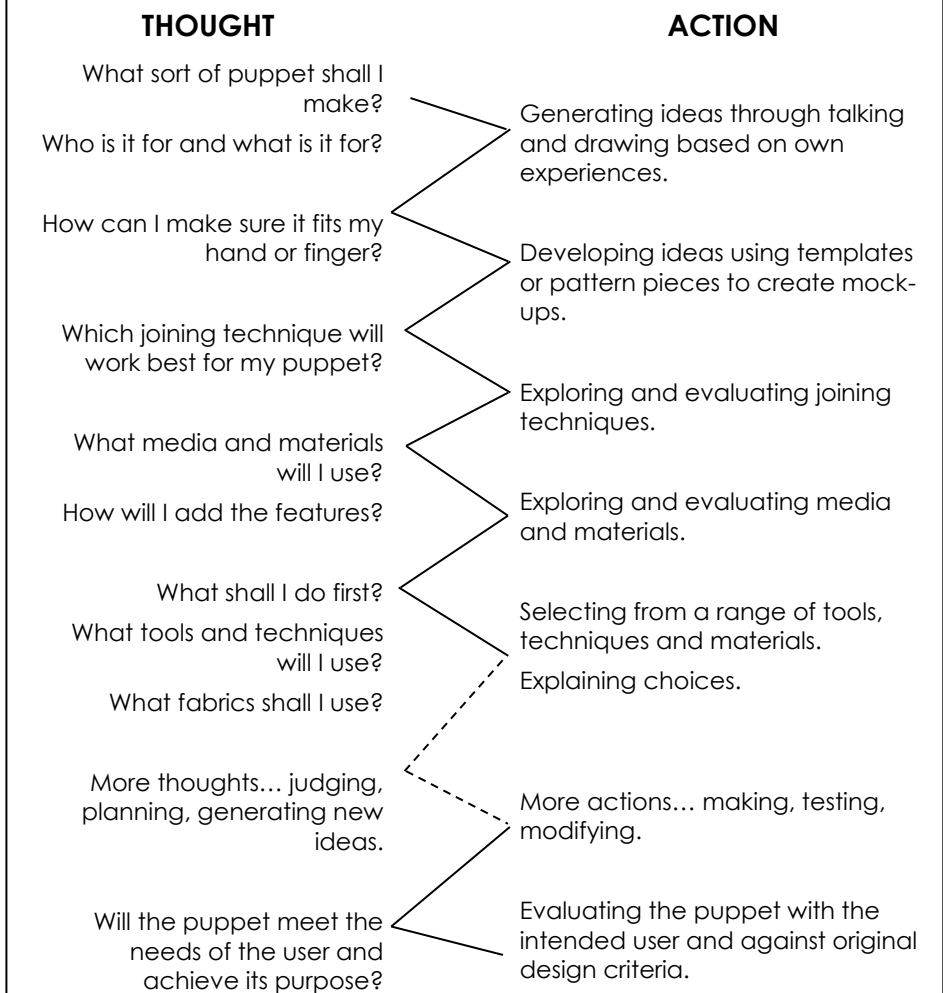
Fabric crayons



Explore different techniques, including information and communication technology, for creating fabric designs and finishing techniques.

**Designing, making and evaluating a puppet to perform a play**

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process *might* be experienced by an individual pupil during this project:



**Glossary**

- **Appliqué** – to attach a decorative fabric item onto another piece of fabric by gluing and/or sewing.
- **Design** – to generate, develop and communicate ideas for a product.
- **Embroider** – to decorate fabric with stitches.
- **Evaluate** – to judge how a product meets chosen criteria.
- **Fray** – to unravel or become worn at the edge.
- **Glove puppet** – a glove puppet fits over the hand, and the fingers operate its head and arms.
- **Mock-up** – a model which allows children to try out ideas using cheaper materials and temporary joints.
- **Seam** – a row of stitches joining two pieces of fabric.
- **Sew** – to join pieces of fabric with stitches.
- **Template** – a shape drawn to assist in cutting out shapes.