



Subject: DT Topic: Handmade Year group: 2 Term: Autumn

National Curriculum Objectives

Design -design purposeful, functional, appealing products for themselves and other users based on design criteria

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 ingredients, according to their characteristics

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

Prior Learning

In EYFS:

Threading

Future Learning

In Year three:

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

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

Key Questions

How does your textile look?

Would the user like it?

How could you improve the way it looks?

Are your attached fabrics secure?

Which materials will you choose?

How could you improve your product?

Substantive Knowledge (key facts, dates and concepts)

How to safely use and explore a variety of materials, tools and techniques.

Experimenting with colour, design, texture, form and function

The properties of some fabrics

That fabric can be joined

Textile product can be decorated to improve their looks

Disciplinary Knowledge (thinking and working)

To be able to investigate existing products and different fastenings

To be able to use a running stitch

To be able to design a functional pencil case

To be able to join fabric pieces together following a plan

To be able to secure fastenings to my case

To be able to evaluate my final product

Sequence of lessons

1. Exploring pouches and fastening

Sticky Knowledge

How do you use scissors safely? (EYFS)
Cut away from your body and keeps your finger clear
Fruit are good for you. Fruits come from...? (Y1)
Plants
What is DT? (Y2)

Designing, making and evaluating products

Intent

Substantive knowledge
The properties of some fabrics
That fabric can be joined
Textile product can be decorated to improve their looks

Disciplinary knowledge
To be able to investigate existing products and different fastenings

Look at a range of bags, pouches, and pencil cases made from different materials
Explore and test different fastenings – zips, buttons, Velcro etc
Talk about the different properties of the materials – why are some easier to use than others.
Record findings

2. Running stitch

Sticky Knowledge

What does glue need to do to work? Stay wet or dry (EYFS)
dry
True or false: To stay healthy we should always eat the same thing (Y1)
false
What is another word for cloth? (Y2)
fabric

Intent

Substantive knowledge
That fabric can be joined
How to safely use and explore materials, tools and techniques

Disciplinary knowledge
To be able to use a running stitch

Talk about safety rules using tools – holding scissors, threading needles, pulling thread away from the body
Show the fabric and thread
Demonstrate the running stitch (video link)
Create a straight line of regular, secure running stitches.

3. designing a template

Sticky Knowledge

Tell me what material would be best for making a book (EYFS)
Wood/ paper
What do axles do? (Y1)
Let the wheels go round
What is used to sew fabric together? (Y2)
Thread

Intent

Substantive knowledge
Experimenting with colour, design and function

Disciplinary knowledge
To be able to design a functional pencil case

Introduce the design criteria – design a pencil case that will hold a 15cm ruler and pencils
Model how to create a design template using paper
Create a design that include decorations and fastenings
Label designs and create a cut out template

4. Measuring, cutting and assembling

Sticky Knowledge

How should you carry scissors? (EYFS)
Hold the closed blades in your fist and pass them handle first
Design criteria is... (Y1)
What a product must have.
What is the design on a piece of cut out paper called? (Y2)
template

Intent

Substantive knowledge
To know that fabric can be joined

Disciplinary knowledge
To be able to join fabric pieces together following a plan

Use paper template to draw around and cut out fabric
Use a running stitch to join the material together to create a pouch

5. Finishing and fastening

Sticky Knowledge

Tell me what material would be best for making a window (EYFS)
Glass
What are the features of a moving vehicle? (Y1)
Wheels, axles, chassis, body
Which of these are joining techniques that can be used to hold materials together? Hanging them up, gluing or sellotaping, sewing (Y2)
Gluing or sellotaping, sewing

Intent

Substantive knowledge
Textile product can be decorated to improve their looks

Disciplinary knowledge
To be able to secure fastenings to my case

Stick or sew the fastening onto the pouch (Velcro dots) on the underside of the flap
Add embellishments to decorate the front

6. Evaluation

Sticky Knowledge

Where does our food come from?
Plants and animals
Which of these foods is **not** dairy? Cheese, yogurt, banana (Y1)
banana
What do we call the extra elements added to a final piece of work? (Y2)
Embellishments

Intent

Disciplinary knowledge
To be able to evaluate my final product

Test the pouches by filling them with pencils.

Does it fall open?

Are the stitches close enough together to stop the pencils sliding out?

Complete evaluation form

Knowledge organiser

Vocabulary

Fabric – cloth such as cotton, silk and wool

Template – shape or pattern to use as a guide

Sewing – to make stitches in fabric using a needle and thread.

Stitches – a loop of thread made in fabric using a needle.

Thread – a thin piece of string used to sew.

Joining – ways to join two things together correctly.

Decoration - anything used to make something more attractive – button, sequin, ribbon etc

Seam – the sewing line where two pieces of fabric are joined – not too close to the edge.

Design criteria – things that your product should include to be successful

Evaluate – to say what is good about what you made and how it could be better

Making and evaluating

Read your plan carefully – make sure you are fully prepared

Use masking tape or pins to attach your template, or use chalk/ fabric pens to draw around it.

Think about the type of stitch you will use (e.g running stitch) in order to create your seam

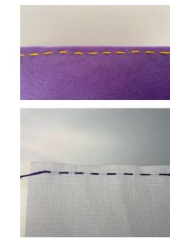
Think about finishing techniques – for example glitter, raised textile paints, adding sequins or using fabric markers

Remember your purpose – does it work?



Sewing skills

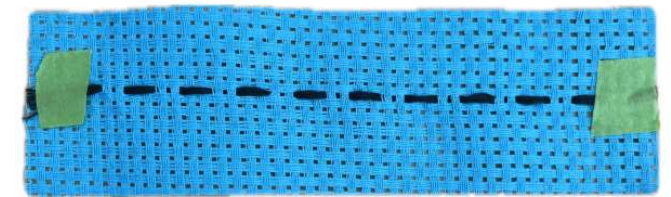
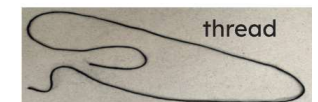
Running stitch



A running **stitch** runs in one direction.



To **sew**, you will need a needle and some **thread**.



Video link

Running stitch sewing for kids

[Running Stitch Sewing for Kids](#)