

# Year 2 Textiles – T- shirts

## Prior Learning

In the EYFS represent their own ideas, thoughts and feelings through design technology.

They will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children will have explored using tools and begin to develop basic skills and techniques using a range of tools.

They select tools and techniques independently to shape, assemble and join materials they are using.



## Key Vocabulary

**Fabric/Textile** - cloth or other material produced by weaving or knitting fibres

**Stitch** - A loop of thread or yarn resulting from a single pass or movement of the needle in sewing, knitting, or crocheting. (Running Stitch in Y2)

**Needle** - A pointed tool with a hole at the top for thread to go through. Used in sewing.

**Thread**- A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.

**Sequin** - a small shiny disc sewn on to clothing for decoration.

**Tie Dye** - produce patterns in (a garment or piece of cloth) by tying parts of it to shield it from the dye.

**Template** - a shaped piece of rigid material used as a pattern for processes such as cutting out.

**Innovator Study – Maya Penn: American fashion designer who began designing aged 8 years.**

## Health & Safety

All children need to be supervised closely when using needles.

## Key Knowledge

Tie Dye



Templates



Fabric paints



Running Stitch



Decorations



Fabric Glue



## Key Skills

- Colour fabrics using a range of techniques e.g. fabric paints, printing, painting
- Cut out shapes which have been created by drawing round a template onto the fabric
- Join fabrics by using running stitch, glue, staples, over-sewing, tape
- Decorate fabrics with buttons, beads, sequins, braids, ribbons

## Learning Objectives

### 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 and, where appropriate, information and communication technology

### 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

## End Point and Assessment of Core Learning

I can think of an idea and plan what to do next, communicating my ideas through talking, drawing and labelling.

I can choose tools and materials and explain why I have chosen them.

I can join materials and components in different ways.

I can use tools, including scissors, correctly and confidently.

I can evaluate my ideas against my design plan/design criteria.