Year 4 Textiles – Purses

How can I use stitches to make patterns?

HOLLY PARK PRIMARY SCHOOL

Key Knowledge

Running Stitch – creating a dotted line effect
Back Stitch – thread double backed and no visible spaces in between stitches
Over Sew Stitch – neaten the edges of the fabric
Blanket Stitch – reinforce the edges of thick material
Cross stitch - a stitch formed of two stitches crossing each other.

Prior Learning

Year 2 T-shirts
- 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
- Running Stitch

Key Skills

- Join fabrics using running-stitch, over sewing, backstitch
- Explore fastenings and recreate some e.g. sew on buttons and make loops
- Prototype a product using J-cloths
- Use appropriate decoration techniques e.g. simple stitches such as cross stitch

Key Vocabulary

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

Compartment - a separate section or part of a structure or container.

Fray - unravel or become worn at the edge

Stitch - a loop of thread or yarn resulting from a single pass or movement of the needle in sewing

Binca - a form of embroidery canvas that is woven in groups of threads, rather than individual threads.

Learning Objectives

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

Health & Safety

All children need to be supervised closely when using needles.

End Points and Assessment of Core Learning

Designing:
Understanding contexts, users and purposes - gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work.
Generating, developing, modelling and communicating ideas - generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes and pattern pieces.
Making:
Planning - order the main stages of making; select suitable tools, equipment, materials and components and explain their choices.
Practical skills and techniques - follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.
Evaluating:
Own ideas and products evaluate their ideas and products against their design criteria.
Existing products - investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work.
Key events and individuals - know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
Technical Knowledge:
Making products work - know that materials have functional and aesthetic qualities; use the correct technical vocabulary.