**Department of Primary & Childhood Education**

**Lesson Sequences**

This plan for a sequence of lessons should ensure clear progression in **composite knowledge** *through* **component knowledge**.

|  |  |  |
| --- | --- | --- |
| **Date:** | **Class:** Year 4 | **Subject/topic:** D&T Textiles |
| **Prior knowledge:**  *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  Product analysis of existing products in previous projects.  Designing using drawing and labelling.  Measuring, cutting and joining fabric using running stitch.  Evaluation of previous products using simple success criteria. | | |
| **Composite learning:**  By the end of this sequence of lessons, pupils will know [knowledge]: That they need to design products with a specific purpose and user in mind.  By the end of this sequence of lessons, pupils will understand [understanding]: That they should evaluate existing products before designing their own.  By the end of this sequence of lessons, pupils will be able to [do]: design and make a carrier belt using an appropriate range of tools and materials and to be able to evaluate the finished belt according to the initial criteria.  **Risk Assessment:**  **Scissors –** Children will be taught how to cut with dressmakers’ scissors on a level, hard surface (table)  They will understand how to carry scissors by the closed blades.  **Needles –** Children will be taught how to thread a needle and sew using backstitch, paying particular attention to the tip of the needle and keeping it away from fingertips (You Tube clip to model safe use) Children will understand that needles and pins need to be stored in lidded boxes when not in use. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning objective(s) [components]:** | **Outline of Learning Sequence:**  *Consider the role of the teacher, children’s steps in learning and adaptive teaching* | **Resources:** | **Evaluation:** |
| **Lesson 1** | **Product analysis**  To research existing products and gather information about their intended user’s needs and wants.  To describe how their product works and develop a design criteria.  To generate realistic ideas considering the availability of resources and time. | Look at a range of bags and carrier belts and evaluate their purpose and who might use them.  Look at stitching and compare to prior sewing skills on felt puppets (running stitch)  Consider a specific user and purpose for own design and produce a labelled diagram to demonstrate how the product will work and what it is made from.  Behaviour for Learning. Remind children that in practical lessons, we need to share resources so everyone has the opportunity to make informed decisions. Discussion is expected but indoor voices only. | Range of carrier belts.  Rucksacks.  Felt puppet made in KS1.  Essential items to carry in carrier belt. | **All children could evaluate purpose and user of range of belts and bags.**  **All children could produce an appropriate design of a carrier belt and explain its purpose.** |
| **Lesson 2** | **Design**  Design and make a prototype.  Select tools and equipment suitable for the task.  Select materials and components suitable for the task. | Based on the children’s initial design, the children are going to make a prototype. Discuss what a prototype is and why designers use them.  Ask the children how many pattern pieces they will need (2 for the straps, one for the main part of the carrier belts and at least one for pouches).  Model how to draw, cut and stick together the pattern pieces using newspaper.  Emphasise the need for accuracy when drawing, cutting and sticking/sewing as this will affect the final shape.  Evaluate completed prototype. What has worked well and what needs to be changed. For example, are the straps long enough? | Glue/Sellotape.  Newspaper.  Needles and thread.  Scissors. | **Most children could design and make a prototype with some accuracy in terms of joining and fit.**  **Review prototype with X,X X as their pieces were not cut accurately enough – use a template next time.** |
| **Lesson 3** | **Key Skills**  Measure, mark out, cut and shape materials and components with some accuracy.  Assemble, join and combine materials and components with some accuracy. | Ask children to consider what skills they will need to make their carrier belt. Deconstruct the prototype and use the pattern pieces as templates by pinning onto the chosen fabric. Cut carefully around the pieces with dressmakers’ scissors and remove pins and pattern template.  Demonstrate how to thread a needle and how to do running stitch (already covered in KS1) and then show You Tube clip of how to do backstitch.  **Focussed practical task**  Children practise how to:  Thread a needle and tie a knot in the thread.  Draw and sew along a straight line on a scrap of fabric or J cloth.  Stitch accurately and neatly using backstitch.  JG and TA to support children needing help with needles and cutting. | Needles and thread.  Fabric.  Dressmakers’ scissors.  You Tube clip – how to do backstitch.  Fabric scraps and J cloths. | **X,x,x,x,x need support threading a needle – use ones with larger eye.**  **X,X,X,X,X need support with backstitch – TA to support and remind to only insert needle one way (up or down and pull through thread.)** |
| **Lesson 4** | **Making**  Join pieces of fabric using backstitch with some accuracy.  Apply a range of finishing techniques, including those from art and design, with some accuracy.  (This will probably take 2 lessons) | Retrieval activity. Ask children to recall the steps needed to make the carrier belt – using the steps they have used for the prototype and instructions for sewing using backstitch – Share in pairs.  Ask for a volunteer to explain their steps to the class clarifying and amending if necessary.  Pin together fabric pieces ensuring that ‘right sides’ of the fabric are placed together on the inside and ‘wrong sides’ are on the outside.  Stitch together using backstitch.  Encourage resilience and perseverance. Discuss any issues with the making stage of the product.  How can this be overcome in the next session? Compare to famous designers eg clothing designers and how they have to amend designs and processes if they don’t work at first.  Refer to F.A.I.L. acronym First Attempt In Learning | Fabric.  Pins.  Needles and thread.  Scissors. | **X,X.X, X Still need support with backstitch.**  **TA to focus on these children in the next session.** |
| **Lesson 5** | **Evaluation**  Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work.  Refer to their design criteria as they design and make.  Use their design criteria to evaluate their completed products | Refer children back to the Iterative design cycle – use a classroom poster. Which stage will we be looking at today now our products are finished?  Children to test out their carrier belts and those that belong to a partner.  Decide on a success criteria:  For example:  Does it have straps which fit and tie around the body?  Can it carry several appropriate items?  Are the items accessible?  Is it comfortable to wear?  Evaluate own and another’s belt and decide on 3 features that are successful and any aspects that need to be improved upon.  How would you achieve this? | Iterative cycle poster.  Completed carrier belts.  Items of everyday use in the classroom. | **All children completed a carrier belt and were able to evaluate it against a given criteria.**  **X, and X still need to practise backstitching.**  **Use a larger needle with larger eye and felt fabric.** |

|  |
| --- |
| EVALUATION |
| **EVALUATION OF PUPILS’ LEARNING:**  Some children (X,X ) could not master backstitch.  All children could produce an annotated diagram of their design and explain the purpose of their product and how it would work.  Most children could make a carrier belt that functioned according to its purpose for the intended user.  X, X, X produced very neat and accurate joining of seams with ease so need further challenge next time. |
| **NEXT STEPS:**  Simplify sewing technique by using felt squares and needles with a larger eye for X and X. Practise running stitch on felt then progress to backstitch.  Challenge – some children to be taught different stitches such as cross stitch, chain stitch to decorate products. |
| **EVALUATION OF TEACHING:**  Some children need longer on focussed task to practise skills. Teacher and TA to support children with sewing techniques, remodelling where necessary.  Have extra adults – parent volunteers – if possible to supervise and support making sessions to avoid children having to wait to have mistakes corrected. |