

Topic: Textiles	Year group	Term
Activity mat	Year 4	Autumn 1 4 sessions

Background knowledge

Activity or sensory mats were developed to engage babies and toddlers, providing them with different textures, colours, sounds and activities to build motor skills. They should include different fabrics, different embellishments, buttons, fastenings and attachments. It is also the first time children will really be thinking about an audience other than themselves in their textile projects.

What should I already know?

Fabrics come in a wide range of colours, textures and thicknesses.

Materials can be joined together in different ways: gluing, weaving, basic sewing have been covered so far), running stitch and over stitch.

They should know how to work safely with scissors, use templates or simple pattern pieces

National Curriculum Objectives / Key Skills	The Journey
<p>Design</p> <ul style="list-style-type: none"> •Use research and develop design criteria to inform the design of 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. <p>Make</p> <ul style="list-style-type: none"> •Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately •Select from and use a wider range of materials and components, including textiles and according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> • I can explore and use existing products to investigate what my product needs. • I can suggest some design criteria to suit the purpose and audience of the product. • I can produce a plan and explain it, including annotated sketches. • I can use templates to help create my own simple pattern pieces for my design. • I can make a product from textiles explaining how I will join them and why. (stitches/gluing) 	<p>1. Walt: Investigate existing products Look at the product, discuss its purpose and who the product is aimed at. Suggest design criteria as a class and decide together. Investigate a range of fabrics, materials, embellishments etc.</p> <p>2. Walt: Design my activity mat Draw an annotated sketch of their finished design, make any pattern pieces they will need to make their product next week. Discuss their reasons for choosing certain colours/textures.</p> <p>3. Walt: Make an activity mat Model basic sewing techniques to refresh their memories. Children make their activity mats.</p> <p>4. Walt: Evaluate the finished product Complete making the product if necessary and finish neatly. Evaluate and prove how the product meets the design criteria. Gain peer feedback to suggest how they could improve their product.</p>

- I can independently select from a wider range of tools and materials explain my reasons for these.
- I can persevere and adapt the process to overcome problems

I can evaluate my design against the criteria and suggest improvements for my design.

Outcomes

An overview of what children will know / can do

Working towards: I can cut materials carefully and join materials in different ways

Expected: I can design an appealing and functional product for the target audience, Using a range of materials, embellishments and skills to join them together.

Exceeding: I can create a design that is well made and engaging for the user.

Key Vocabulary

Audience- the group of people the product is intended for.

Market Research- Gathering information about a product and its intended audience.

Pattern Pieces- templates made from paper that are traced onto fabric before being cut out.

Design Criteria- Key points the product must include in order to be successful.

Embellishments- Decorative or functional items attached to a product to add value to the design.

Timeline / Diagrams



Key people / places

Assessment questions / outcomes

How can we join different materials together?

Can you name some different fabrics we could use?

How will your design meet the criteria?

Why have you chosen those colours/that design/those materials?

Can you show me how to cut safely and accurately?

How do you use a template?

Were you happy with your finished product? Did it meet the criteria?