

Year Group
Year 3
 Textiles
 2-D shape to 3-D product

Health and safety
 Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task.

Key learning in design and technology
Prior learning

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

Designing

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.

Making

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

Evaluating

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

Technical knowledge and understanding

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.

Project title
 Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose)
 To be completed by the teacher if the context is different to what is pre-planned

What could children design, make and evaluate?
 purse/wallet soft toy/mascot
 apron fashion accessory beach bag shoe bag pencil case
 story sack other – specify

Provided resources
 collection of textile products linked to the chosen product to be made
 needles,
Other resources
 Example bags and products
 left/right handed scissors, measuring tape
 items to use for finishing e.g. fabric paints, threads, appliqué pieces, thread, tape,

Learning Progression

Investigative and Evaluative Activities (IEAs)

- Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate. Think about products from the past and what changes have been made in textile production and products e.g. the invention of zips and Velcro.
- Give children the opportunity to disassemble appropriate textiles products to gain an understanding of 3-D shape, patterns and seam allowances.
- Use questioning to develop understanding e.g. *What is its purpose? Which one is most suited to its purpose? What properties/characteristics does the fabric have? Why has this fabric been chosen? How has the fabric been joined together? How effective are its fastenings? How has it been decorated? Does its decoration have a purpose? What would the 2-D pattern piece look like? What are its measurements? How might you change the product?*

Focused Tasks (FTs)

- Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances.
- Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes.
- Provide a range of fabrics – children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.
- Use questioning to develop understanding e.g. *Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings? Which one is most suited to the purpose and user? What decorative techniques have been used? What effect do they have?*

Design, Make and Evaluate Assignment (DMEA)

- Children to create a design brief, supported by the teacher, set within a context which is authentic and meaningful. Discuss the intended user, purpose and appeal of their product. Create a set of design criteria.
- Ask children to sketch and annotate a range of possible ideas, constantly encouraging creative thinking. Produce mock-ups and prototypes of their chosen product.
- Plan the main stages of making e.g. using a flowchart or storyboard.
- Children to assemble their product using their existing knowledge, skills and understanding from IEAs and FTs. Encourage children to think about the aesthetics and quality finish of their product.
- Evaluate as the process is undertaken and the final product in relation to the design brief and criteria. The product should be tested by the intended user and for its purpose and others' views sought to help with identifying possible improvements.