

**1. Year Groups**  
**Year 2**

**2. Aspect of D&T**  
**Textiles**

**Focus**  
**Templates and joining techniques**

**4. What could children design, make and evaluate?**  
glove puppet finger puppet simple bag  
clothes for teddy/soft toy/class doll  
fabric placemat other – specify

**5. Intended users**  
themselves friends younger children  
parents grandparents teddy story character  
class doll soft toy other – specify

**6. Purpose of products**  
plays with puppets clothes for toys  
carrying and storing items protecting surfaces  
imaginary role-play other – specify

**7. Links to topics and themes**  
Toys Festivals Stories Nursery Rhymes  
Celebrations Homes other – specify

**8. Possible contexts**  
entertainment leisure home school  
recycling/reusing other – specify

**9. Project title**  
Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose)  
To be completed by the teacher. Use the project title to set the scene for children’s learning prior to activities in 10, 12 and 14.

**16. Possible resources**  
existing products linked to chosen project  
variety of textiles e.g. dipryl, felt, reclaimed fabric  
thread, pins, needles, magnet, staplers, staples, fabric glue  
left/right handed scissors  
items for finishing e.g. buttons, wool, fabric paints, sequins  
drawing and colouring media

**17. Key vocabulary**  
names of existing products, joining and finishing techniques, tools, fabrics and components  
template, pattern pieces, mark out, join, decorate, finish  
features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function

**3. Key learning in design and technology**

**Prior learning**  
• Explored and used different fabrics.  
• Cut and joined fabrics with simple techniques.  
• Thought about the user and purpose of products.

**Designing**  
• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.  
• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups.

**Making**  
• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.  
• Select from and use textiles according to their characteristics.

**Evaluating**  
• Explore and evaluate a range of existing textile products relevant to the project being undertaken.  
• Evaluate their ideas throughout and their final products against original design criteria.

**10. Investigative and Evaluative Activities (IEAs)**  
• Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.  
• Use questions to develop children’s understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?*  
• Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.

**12. Focused Tasks (FTs)**  
• Investigate fabrics to determine which is best for the purpose of the product they are creating.  
• Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher.  
• Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.  
• Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique.  
• Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.

**11. Related learning in other subjects**  
• **Spoken language** – ask relevant questions to build understanding and their vocabulary.  
• **Art and design** – quick drawings or detailed observational drawings of one product to develop and share ideas.

**13. Related learning in other subjects**  
• **Science** – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made.  
• **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Listen and respond to adults.  
• **Art and design** – use colour, pattern, texture, and shape as appropriate.

**18. Key competencies**  
problem-solving teamwork negotiation  
consumer awareness organisation motivation  
persuasion leadership perseverance  
other – specify

**19. Health and safety**  
Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

**14. Design, Make and Evaluate Assignment (DMEA)**  
• Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children’s products.  
• Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?*  
• Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas.  
• Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through.  
• Explore and demonstrate finishing techniques e.g. using padding, fabric crayons, stitching, sequins, buttons  
• Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs.  
• Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

**15. Related learning in other subjects**  
• **Science** – use knowledge of properties of everyday materials to select appropriate ones for their products.  
• **Spoken language** – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Explain and articulate their ideas orally.  
• **Art and design** – use and develop drawing skills.  
• **Mathematics** – measurement using non-standard and standard units.  
• **Computing** – use technology purposefully to create and manipulate digital content.

