

Y4 Pencil case	
Links made with other subjects	English – Recycling – One plastic bag The boy at the back of the class Maths – shape
The BIG Question	Can you make a pencil case using a range of stitches?
The BIG Outcome	To make a pencil case to hold school supplies.
DT objectives (link to NC)	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<ul style="list-style-type: none"> drawn around a template joined sheet materials using glue discussed ideas with others drawn products cut materials evaluated a product threading a needle creating a stitch <p>This unit builds on:</p> <p>Year 1 – Textiles – kites</p> <p>Year 2 – Textiles – puppets</p> <p>Year 3 – Textiles – bookmarks</p>
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	<p>This unit gives prior knowledge to:</p> <p>Y5 – Textiles – drawstring bag</p> <p>Y6 – Textiles – slippers</p>
DT strands	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria

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	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Vocabulary/ Glossary	<p><i>purpose, design criteria, model, evaluating, labelled drawings, stiffening, reinforcing, pattern/templates, strength, weaknesses, accurate, finishing, fabric, fastening, compartment, zip, press stud, clasp, hook and eye, button, buckle, seam, seam allowance, reinforce, gusset, dye, embroidery, strength, hard-wearing, stretch, fray</i></p>
<p>Knowledge (see italics for knowledge to remember)</p> <p>Numbers used are the LOs for the lesson.</p>	<p>The knowledge that children will learn and remember:</p> <p><i>1. Investigate and analyse a range of existing products.</i></p> <ul style="list-style-type: none"> Do you have a pencil case? What is it like? What do you have in it? Invite children to share their responses. • Tell children that over the next few lessons they will be designing, making and evaluating their own pencil cases. To help them do this, they are going to look at a variety of pencil cases to see how they have been made and who they have been designed for. What shape is it? Who do you think would own a pencil case like this? Do you like it? Why or why not? How does the pencil case open and close? How has it been joined together? <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <p><u>Lesson 1 of design</u></p> <ul style="list-style-type: none"> Tell children that today they will be designing their own pencil cases that will be made out of an A4 sheet of felt. Show children a piece of felt this size and ask for their suggestions as to how they could make a pencil case out of this. Children to share their ideas, then go through the suggestions of different ways you could fold and sew the felt to make a pencil case. Which shape do you like best and why? Once you have decided on the shape of the pencil case you want to create, you then need to decide how you will decorate it. What colour felt will you use? What colour thread will you use? What embellishments will you add? How will you attach them? Children to discuss their ideas as a class. When you design a product, it is important to think about who and what you are designing it for. Who will you design your pencil case for? What will it need to be in order to be successful? <p><u>Lesson 2 of design</u></p>

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- Tell children that today they will be looking at different ways they can add embellishments to their designs to make their pencil cases attractive to look at, as well as being functional. Can you think of some different ways you could add patterns, colours and designs to a piece of felt? Invite children to share their ideas.
- Look at different ways of adding decorations, including buttons, sequins, appliqué, beads and ribbons. Show some different ways of joining these to the main piece of fabric. Which joining method do you think will be the most secure? Why?
 - Invite children to share their ideas, then explain that fabric glue doesn't always work well on felt because it is fluffy. Sewing is a much more secure way of adding embellishments – children to include their joining technique on their design.

3. Use a range of tools and equipment to perform practical tasks accurately.

- Remind children that over the next few lessons they will be designing and making their own pencil cases. To do this, they are going to have to do some sewing. Have you ever done any sewing before? What did you sew? Invite children to share their responses.
 - Explain that there are lots of different sewing stitches we can do and that today we will be practising some of them and seeing which ones would be best for joining felt together to make a pencil case. Go through the different stitches and how they are done.
 - Which of these stitches do you think would make the most secure join? Why? Which do you think looks the best? Why? Children to share their ideas, giving reasons for their choices.
 - Remind children about how to work safely with needles, pins and scissors.
 - Explain that to make our pencil cases we will need a way to open and close them. Can you think of some different ways of opening and closing a pencil case? Invite children to share their ideas.
 - Explain that a lot of the pencil cases you buy in the shops have zips which are difficult to sew on securely without a sewing machine. Today we will be looking at how to use buttons and poppers to open and close a pencil case. Go through the step-by-step photos of how to do this.

4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.

- Gather all of the equipment and materials that they will need.

Use simple finishing techniques suitable for the product they are creating.

6. Know and explain how to create a pencil case (children to think and talk through how their product is used and what holds it together.)

- Ask children to take out the designs for their pencil cases. Give children a few minutes to look through their plan to remind themselves of what they need to do.
- Explain that today they will be following their designs to make their pencil cases. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas.
- Show children some of the different steps they will be taking when they make their pencil case. As a class, discuss which order these steps should be taken in.
- Write notes for children's responses: What will you do if you have a problem while you are making your pencil case? How can you make sure you stay safe while you are making your pencil case? How can you make sure your pencil case ends up looking like your design?

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	<p><i>7. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</i></p> <ul style="list-style-type: none"> • Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. • Ask children to get their pencil cases out and put them on their hands. Children to give their pencil cases a name and then introduce their pencil cases to their friends. Give children some time to walk around the classroom with their pencil case meeting other pencil cases! • Tell children that today they will be evaluating their finished pencil cases. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. • Ask children to get into partners and discuss: What did you most enjoy about making your pencil case? What did you find most difficult about making your pencil case? What would you do differently if you were going to make your pencil case again?
<p>SEND expectations – Adult support where possible. Success to be determined by outcome.</p>	<p>The knowledge that children will learn and remember:</p> <p><i>1. Investigate and analyse a range of existing products.</i></p> <ul style="list-style-type: none"> • Do you have a pencil case? What is it like? What do you have in it? Invite children to share their responses. • Tell children that over the next few lessons they will be designing, making and evaluating their own pencil cases. To help them do this, they are going to look at a variety of pencil cases to see how they have been made and who they have been designed for. • What shape is it? Who do you think would own a pencil case like this? Do you like it? Why or why not? • How does the pencil case open and close? How has it been joined together? <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <p><u>Lesson 1 of design</u></p> <ul style="list-style-type: none"> • Tell children that today they will be designing their own pencil cases that will be made out of an A4 sheet of felt. Show children a piece of felt this size and ask for their suggestions as to how they could make a pencil case out of this. • Children to share their ideas, then go through the suggestions of different ways you could fold and sew the felt to make a pencil case. Which shape do you like best and why? • Once you have decided on the shape of the pencil case you want to create, you then need to decide how you will decorate it. What colour felt will you use? What colour thread will you use? What embellishments will you add? How will you attach them? Children to discuss their ideas as a class. • When you design a product, it is important to think about who and what you are designing it for. Who will you design your pencil case for? What will it need to be in order to be successful? <p><u>Lesson 2 of design</u></p> <ul style="list-style-type: none"> • Tell children that today they will be looking at different ways they can add embellishments to their designs to make their pencil cases attractive to look at, as well as being functional. Can you think of some different ways you could add patterns, colours and designs to a piece of felt? Invite children to share their ideas. • Look at different ways of adding decorations, including buttons,

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7. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.

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	<p>cases to their friends. Give children some time to walk around the classroom with their pencil case meeting other pencil cases!</p> <ul style="list-style-type: none"> • Tell children that today they will be evaluating their finished pencil cases. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. • Ask children to get into partners and discuss: What did you most enjoy about making your pencil case? What did you find most difficult about making your pencil case? What would you do differently if you were going to make your pencil case again?
Resources	<ul style="list-style-type: none"> • A collection of pencil cases • Embroidery thread • Felt/felt squares • Needles, pins and thread • Sequins, beads, ribbons, buttons, fabric, etc. • Variety of materials and tools, e.g. felt, fabric, buttons, poppers, sequins, ribbons, beads, scissors, needles, pins, etc.