

DT Scheme of Work

Y5 Drawstring bag	
Links made with other subjects	Maths – Geometry/measurement
The BIG Question	Can you make a drawstring bag?
The BIG Outcome	To make a drawstring bag using a straight, whip and back stitch
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 joined fabrics in simple ways by gluing and stitching used simple patterns/templates for measuring and marking out evaluated products stitched and joined textiles <p>This unit builds on:</p> <p>Year 1 – Textiles – kites</p> <p>Year 2 – Textiles – puppets</p> <p>Year 3 – Textiles - bookmarks</p> <p>Year 4 – Textiles – pencil case</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>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	Textiles, material, cotton, weaving, pattern, fabric, cloth, synthetic, lighter, stronger, rope, properties, purpose, joining, use, pieces, gluing, riveting, fasteners, sewing, decoration, designer, design criteria, research, whip, straight, back, hem, basting, stitch, seam, technique, applique,
<p>Knowledge (see italics for knowledge to remember)</p> <p>Numbers used are the LO 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"> Provide groups of children with a number of items of old clothing, bags and other items made using textiles to look at. You may also wish to provide magnifying glasses for close inspection. Children are to look carefully at the clothes and discuss with their group, finding out how they are made, the sewing patterns used, the materials used, identifying design details and fasteners and reading labels. Show a selection of items made from cotton. Do you know what cotton is? How is it turned into cloth to make clothes? Allow children time to discuss and respond to the questions. Explain the process of cotton fabric production. Explain that cotton lint can be woven with synthetic fibres to make it lighter, stronger or stretchier. Show the images of different types of clothing. What are the properties of the textiles used in these? Explain that it might help to think about when and why each is worn. Allow time for children to discuss their ideas. How are textiles joined together? What equipment might be used? Once children have discussed these questions, explain how sewing, gluing and fasteners can be used. Explain that today we will be looking closely at the materials clothes and other items are made from, identifying how they are constructed and the properties of the textiles used. <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <ul style="list-style-type: none"> Children will design a drawstring bag and draw pattern pieces, which will be used to make their design over the remaining lessons of this scheme of work.

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- Teacher to model how to measure, draw and cut pattern pieces for a drawstring bag.
- Discuss how fashion designers turn sketches into real products made using textiles? Explain the process of measuring and marking up pattern pieces, then cutting them out and using them to transfer a design to sheets of cloth.
- Why don't fashion designers just draw their measurements straight on to pieces of fabric? Wouldn't that save time? Allow time for children to discuss and respond to these questions.
- Explain that today we will be designing items made using textiles and drawing pattern pieces for them.

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

- Provide children with a range of sewing materials -
- Sewing Skills Sheet
- Needles, thread, pins, scrap material, buttons, scissors,
- Pencils
- The Sewing Skills Sheet describes a number of sewing stitches and decorative techniques which children should attempt on their square of material.
- Adult to demonstrate how to do some of the stitches.
Children to practise key skills, thread a needle, tie a knot, basting stitch, whip stitch, straight stitch, hem, back stitch, sew on a button – HA children to sew their initial using a back stitch.

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

- Children should use their drawstring bag pattern pieces from the previous lesson to measure, mark and cut their fabric. They should then sew design elements onto the front piece according to their design from the previous lesson.

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

- Demonstrate how to pin the cut pieces of fabric and join them by hand sewing. Two sewing stitches are shown: whip stitch (suggested for lower/middle ability children) and back stitch (suggested for higher ability children).
- Show how to finish sewing each seam, tying the thread to ensure it does not unravel.
- Explain that it is important that any hand-sewn design elements to be included on the fabric pieces are finished before they are joined, as it will be more difficult to decorate them once sewn together.
- Explain that today we will be joining fabric pieces together by hand sewing.

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

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.

- Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas.
- Ask children to take out their bags out and place clothing inside them. How purposeful is your bag? Does it do the job intended?

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	<ul style="list-style-type: none"> Tell children that today they will be evaluating their finished product. 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 bag? What did you find most difficult about making your bag? What would you do differently if you were going to make your bag again?
SEND expectations Adult support where possible. Success to be determined by outcome.	<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"> Provide groups of children with a number of items of old clothing, bags and other items made using textiles to look at. You may also wish to provide magnifying glasses for close inspection. Children are to look carefully at the clothes and discuss with their group, finding out how they are made, the sewing patterns used, the materials used, identifying design details and fasteners and reading labels. Show a selection of items made from cotton. Do you know what cotton is? How is it turned into cloth to make clothes? Allow children time to discuss and respond to the questions. Explain the process of cotton fabric production. Explain that cotton lint can be woven with synthetic fibres to make it lighter, stronger or stretchier. Show the images of different types of clothing. What are the properties of the textiles used in these? Explain that it might help to think about when and why each is worn. Allow time for children to discuss their ideas. How are textiles joined together? What equipment might be used? Once children have discussed these questions, explain how sewing, gluing and fasteners can be used. Explain that today we will be looking closely at the materials clothes and other items are made from, identifying how they are constructed and the properties of the textiles used. <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <ul style="list-style-type: none"> Children will design a drawstring bag and draw pattern pieces, which will be used to make their design over the remaining lessons of this scheme of work. Teacher to model how to measure, draw and cut pattern pieces for a drawstring bag. Discuss how fashion designers turn sketches into real products made using textiles? Explain the process of measuring and marking up pattern pieces, then cutting them out and using them to transfer a design to sheets of cloth. Why don't fashion designers just draw their measurements straight on to pieces of fabric? Wouldn't that save time? Allow time for children to discuss and respond to these questions. Explain that today we will be designing items made using textiles and drawing pattern pieces for them. <p><i>3. Use a range of tools and equipment to perform practical tasks accurately.</i></p> <ul style="list-style-type: none"> Provide children with a range of sewing materials - Sewing Skills Sheet Needles, thread, pins, scrap material, buttons, scissors,

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	<ul style="list-style-type: none"> • Pencils • The Sewing Skills Sheet describes a number of sewing stitches and decorative techniques which children should attempt on their square of material. • Adult to demonstrate how to do some of the stitches. Children to practise key skills, thread a needle, tie a knot, basting stitch, whip stitch, straight stitch, hem, back stitch, sew on a button – HA children to sew their initial using a back stitch. <p>4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.</p> <ul style="list-style-type: none"> • Children should use their drawstring bag pattern pieces from the previous lesson to measure, mark and cut their fabric. They should then sew design elements onto the front piece according to their design from the previous lesson. <p>5. Use simple finishing techniques suitable for the product they are creating.</p> <ul style="list-style-type: none"> • Demonstrate how to pin the cut pieces of fabric and join them by hand sewing. Two sewing stitches are shown: whip stitch (suggested for lower/middle ability children) and back stitch (suggested for higher ability children). <ul style="list-style-type: none"> • Show how to finish sewing each seam, tying the thread to ensure it does not unravel. • Explain that it is important that any hand-sewn design elements to be included on the fabric pieces are finished before they are joined, as it will be more difficult to decorate them once sewn together. • Explain that today we will be joining fabric pieces together by hand sewing. • Demonstrate how to pin and sew the hems at the top of the drawstring bag which was sewn together during the previous lesson. The hems will create a channel through which a cord drawstring can be threaded. • Explain how the simple drawstring bag design can be adapted by adding eyelets to one or two of the bottom corners, then threading one or two cord drawstrings through them. • Explain that today we will be sewing hems and adding design details. <p>6. Know and explain how to create a drawstring bag (children to think and talk through how their product is used and what holds it together.)</p> <p>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.</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 take out their bags out and place clothing inside them. How purposeful is your bag? Does it do the job intended? • Tell children that today they will be evaluating their finished product. 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 bag? What did you find most difficult about making your bag? What would you do differently if you were going to make your bag again?
Resources	<ul style="list-style-type: none"> • A selection of cotton clothing

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	<ul style="list-style-type: none"> • Needles and thread • Material – spare material cut outs in DT cupboard • Felt • Large sheets of plain paper • Pencils • Needles, thread, sharp scissors, ribbon, buttons, sequins etc. • Needles, thread, cord, pins, large eyelets • Art materials for decorating
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