



## Design and Technology

Year 5 – Textiles – Soft Toys		
Prior Learning	Year 5	Next Steps
In Year 4, children will:	In Year 5, children will:	In Year 6, children will:
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Designing a Roman purse.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Make and test a paper template with accuracy and in keeping with the design criteria.</li> <li>- Measure, mark and cut fabric using a paper template.</li> <li>- Select a stitch style to join fabric, working neatly by sewing small, straight stitches.</li> <li>- Incorporate fastening to a design</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Testing and evaluating an end product against the original design criteria.</li> <li>- Deciding how many of the criteria should be met for the product to be considered successful.</li> <li>- Suggesting modifications for improvement.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understanding that there are different types of fastenings and what they are.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Designing a stuffed toy considering the main component shapes required and creating an appropriate template.</li> <li>- Considering the proportions of individual components.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Creating a 3D stuffed toy from a 2D design.</li> <li>- Measuring, marking and cutting fabric neatly and independently.</li> <li>- Creating string and secure blanket stitches when joining fabric.</li> <li>- Using applique to attach pieces of fabric decoration.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Testing and evaluating an end product and giving further improvements.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>- Learning how to sew blanket stitch to join fabric.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Designing a waistcoat or other item of clothing in accordance to specification linked to a set of design criteria to fit a specific theme.</li> <li>- Annotating design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Using a template when pinning panels onto fabric.</li> <li>- Marking and cutting fabric accurately in accordance with a design.</li> <li>- Sewing a strong running stitch, making small, neat stitches and following the edge.</li> <li>- Tying strong knots.</li> <li>- Decorating a waistcoat (or similar) attaching objects using thread and adding a secure fastening.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Evaluating work continually as it is created.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>- Learning different decorative stitches.</li> <li>- Application and outcome of the individual technique.</li> </ul>

<ul style="list-style-type: none"> <li>- Articulate the benefits and disadvantages of different fastening types.</li> </ul>	<ul style="list-style-type: none"> <li>- Applying blanket stitch so the space between the stitches are even and regular.</li> <li>- Threading needles independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Sewing accurately with even regularity of stitches.</li> </ul>
	<b>Vocab</b>	
	Design, Model, Fabric, Cross-Stitch, Template, Stuffed toy, Running stitch, Applique	

Pupils who are secure will be able to:

<ul style="list-style-type: none"> <li>- Design a stuffed toy, considering the main component shapes of their toy.</li> <li>- Create an appropriate template for their stuffed toy.</li> <li>- Join two pieces of fabric using a blanket stitch.</li> <li>- Neatly cut out their fabric.</li> <li>- Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li> <li>- Use blanket stitch to assemble their stuffed toy, repairing when needed.</li> <li>- Identify what worked well and areas for improvement.</li> </ul>
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National Curriculum Subject Content

Design	Make	Evaluate	Technical Knowledge
<ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</li> </ul>	<ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>- Understand and use electrical systems in their products [for example, series circuits incorporating switches,</li> </ul>

<p>pattern pieces and computer-aided design.</p>			<p>bulbs, buzzers and motors].</p> <ul style="list-style-type: none"><li>- Apply their understanding of computing to program, monitor and control their products.</li></ul>
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