

Laughton All Saints' D&T Overview – Textiles

Textiles	Disciplinary Knowledge			Substantive Knowledge	Vocabulary
	Designing	Making	Evaluating		
EYFS	<p>Design by talking about what they intend to do, are doing and have done.</p> <p>Say who and what their products are for.</p> <p>Draw what they have made, with some children draw their ideas before they make.</p>	<p>Opportunities to make their own choices and to discuss the reasons for these.</p> <p>Learn procedures for safety and hygiene.</p> <p>Develop practical skills and techniques using a range of textile materials.</p>	<p>Ask questions about a range of existing products.</p> <p>Explore the designed and made world through the indoor and outdoor environment, and through roleplay.</p>	<p>Explore and used different fabrics.</p> <p>Cut and join fabrics with simple techniques.</p> <p>Think about the user and purpose of products- e.g. hat, gloves, Cinderella's slipper</p> <p>Learn and use appropriate technical vocabulary.</p>	<p>Join</p> <p>Fabric</p> <p>Waterproof</p> <p>Warm</p> <p>Appearance</p>
Key Stage 1	<p>Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>Select from and use textiles according to their characteristics.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	<p>Appliqué</p> <p>Design</p> <p>Embroider</p> <p>Evaluate</p> <p>Fray</p> <p>Glove puppet</p> <p>Mock-up</p> <p>Seam</p> <p>Sew</p> <p>Template</p>

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Lower Key Stage 2	<p><u>Designing</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Making</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Evaluating</u></p> <ul style="list-style-type: none"> • 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. 	<p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <ul style="list-style-type: none"> • 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. 	<p>Appliqué Pattern/Template Seam Seam Allowance Prototype Aesthetics</p>
Upper Key Stage 2	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. 	<p><u>Making</u></p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	<p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. 	<p>A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <ul style="list-style-type: none"> • Fabrics can be strengthened, stiffened and reinforced where appropriate. 	<p>Mock up Pattern/template Seam allowance Specification Tacking Working drawing CAD CAM</p>