



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Design Technology – Sewing

YEAR GROUP: 4

TERM: Spring 2

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| <p>Vocabulary</p> <p>cross stitch, running stitch, blanket stitch design criteria evaluate function prototype aesthetics functionality strengthen durability</p> | <p>Skills (DESIGN, MAKE, EVALUATE)</p> <ul style="list-style-type: none">• Begin to use research to inform ideas in terms of functionality and aesthetics• Sew using a range of stitches (Running, cross, blanket stitch)• Choose from a range of materials• Evaluate their outcome and suggest a refinement or modification to their design and finished product• Follow procedures for safety | <p>What we already know</p> <ul style="list-style-type: none">- some experience of estimating and measuring from the Maths curriculum- some experience of evaluating outcomes; what went well and what could be improved- making simple adaptations to designs and outcomes following evaluation |
| <p>Application/ Outcomes</p> <ul style="list-style-type: none">• Create a questionnaire to secure consumer preferences• Design a bookmark to meet a specification (based on preferences)• Be introduced to a range of stitches• Create and evaluate a prototype• Estimate amount of thread required• Begin and finish off lines of stitching• Reverse / correct their sewing mistakes• Evaluate a bookmark against its brief | | <p>Concepts</p> <p>To know that research is a key element of planning / design To understand that review / modification of designs are a necessary part of the design and making processes To understand that planning and ordering the stages of making a product is essential to an effective design process Creating a product that is fit for purpose / consider audience 'fit' Ensuring functionality and durability Being resourceful with limited materials</p> |
| <p>Other/Cross Curricular Links with English/Maths/Adaptation for SEND</p> <p>Measuring - Maths SEND –simplified design and evaluation resources (e.g. tick box evaluation sheets) More adult support.</p> | | |