KS2 DT	Year 4 – Autumn – Textiles- Money containers	
Design	**Make**	**Evaluate**
• Develop more than one design or adaptation of an initial design. • Plan a sequence of actions to make a product. • Record the plan by drawing using annotated sketches. • Begin to use cross-sectional and exploded diagrams. • Use prototypes to develop and share ideas. • Think ahead about the order of their work and decide upon tools and materials. • Propose realistic suggestions as to how they can achieve their design ideas. • Consider aesthetic qualities of materials chosen. • Use CAD where appropriate.	• Prepare pattern pieces as templates for their design. • Cut slots. • Cut internal shapes. • Select from a range of tools for cutting shaping joining and finishing. • Use tools with accuracy. • Select from techniques for different parts of the process. • Select from materials according to their functional properties. • Plan the stages of the making process. • Use appropriate finishing techniques.	• Investigate similar products to the one to be made to give starting points for a design. • Draw/sketch products to help analyse and understand how products are made. • Research needs of user. • Identify the strengths and weaknesses of their design ideas in relation to purpose/user. • Decide which design idea to develop. • Consider and explain how the finished product could be improved. • Discuss how well the finished product meets the design criteria of the user. • Investigate key events and individuals in Design and Technology.

Key Learning	Vocabulary	Inventor- Gideon Sundback
• Develop vocabulary for tools materials and their properties. • Understand seam allowance. • Join fabrics using running stitch, over sewing, blanket stitch. • Prototype a product using J cloths. • Use prototype to make pattern. • Explore strengthening and stiffening of fabrics. • Explore fastenings and recreate some. • Sew on buttons and make loops. • Use appropriate decoration techniques.	• Running stitch, back stitch, over stitch, • fabric, names of fabrics, • fastening, compartment, zip, button, structure, • finishing technique, • strength, weakness, • stiffening, • templates, • stitch, • seam, • seam allowance	 Gideon Sundback, credited as inventor of the modern-day zipper, developed the "Hookless No. 2" in 1914.

National Curriculum links:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others

Design	Make	Evaluate	Technical knowledge
• 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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	• Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve • Understand how key events and individuals in design and technology have helped shape the world shape the world	• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products.