Year : 4	Term : 2	Topic : Containers	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (opportunities)
Investigate, Disassembly and Evaluate Activities (IDEAs)			
Children will learn: • that products are designed for different purposes and different users • to evaluate products and identify criteria that can be used for their own designs **(Progression in Design Skills E1)** • to make labelled drawings . **(Progression in Design Skills DR1, 2& 4)**	• Provide opportunities for children to examine carefully a collection of money containers *eg purses, wallets and belt bags.* Focus the children's attention on the seams and seam allowance, fastenings and the names and number of parts used in construction and why they are used *eg gusset, strap, hem.* • Discuss the different fabrics used, how the material is reinforced and the properties needed in the fabric *eg hard-wearing.* • Ask the children questions *eg Which purse is most suitable for a young child/teenager/adult? Which would be safest to keep your money in? Why is it useful to have compartments in a wallet?* • Make a list of features essential to all money containers and those special to particular containers. • Discuss different fastenings *eg buttons, press studs, hooks and eyes, Velcro, safety pins, lace, buckles. What products are they used on? How do they work? Why is the fastening appropriate for the use? Is the fastening a feature of the product?*	• collection of purses, wallets, belt bags made from different materials, from different cultures, and with a range of fastenings • selection of fabrics *eg felt, calico, hessian* • selection of fastenings used on purses, wallets and bags	Can the children: • understand that containers for money are designed for different purposes and users *eg children, old people, walkers* but have common features *eg a fastener to keep the money safe, compartments to separate the money* • identify criteria for a successful money container • draw products from different views, and label indicating the materials, fastenings, measurements and construction techniques used
Focused Practical Tasks (FPTs)			
Children will learn: • that fabrics have different properties • that some joining techniques are stronger/weaker than others • that fabric can be joined in temporary and permanent ways • how to model ideas with paper or inexpensive fabric (muslin) **(Progression in Design Skills M1& 2)** to use simple decorative techniques *eg dyeing, embroidery or fabric paints*	• Demonstrate and allow the children to practise techniques *eg running stitch, back stitch, starting/finishing, weaving and knitting.* • Ask the children to sew two small pieces of fabric together and test which joining method makes the strongest seam. • Ask the children to model ideas for money containers using newspaper/paper/pins/staples/masking tape. Take these apart carefully and use as a template to make a paper pattern. Show children how to add a seam allowance and discuss when it is needed. • Discuss with the children how fabrics are made and	• selection of fabrics *eg felt, calico, hessian* • selection of fastenings used on purses, wallets and bags • scissors for fabric, thread, tape, needles, fabric glue materials for decorative techniques *eg embroidery thread and needles, dye, fabric crayon* • sewing machine	Can the children: • understand that joining needs to be secure and strong • demonstrate a variety of ways of joining fabric • understand that by modelling they can try out ideas quickly and check if an idea will work • make a pattern/template with a seam allowance • carry out simple fabric tests

	their different properties *eg woven, bonded and knitted, fraying/non-fraying/stretchy/hard wearing.* • Demonstrate and allow the children to try out suitable decorative techniques and display examples of the results *eg dyeing, embroidery, appliqué, fabric paints.* • Children could try out methods of securing different fastenings and evaluate their suitability. • Children could practise stiffening fabric using vylene or thin card and putting in a gusset to allow more space in the purse/bag. • Children could practise making a paper pattern/template allowing for a seam (1-1.5cms), pinning the pattern/template, and cutting out the fabric.		and choose fabric to meet functional requirements use simple decorative techniques
Design and Make Assignment (DMA)			
Children will learn: • design a product using textiles for a specific purpose • to appreciate the aesthetic qualities of a design • to draw up simple design specifications **(Progression in Design Skills GI 2)** • to make a plan of how to make the product **(Progression in Design Skills DR1)** • how to make a paper pattern/template that uses a seam allowance • to measure, tape or pin, cut and join fabric with some accuracy • to evaluate their product identifying strengths and areas for development against the original specifications (Progression in Design Skills E1)	Give the children the following design brief: **Design and make a money container:** ➢ **Suitable for holding coins, notes and / or other small items.** • Discuss the purpose and the user of the money container. • Draw up a simple design specification *eg it must be small, keep the money safe, have compartments.* Ask them to put the list of points in order with the most important ones coming first. • Write a simple action plan. • Draw or model their ideas using inexpensive fabric or paper, then choose the most appropriate material for the intended user. Make a final drawing indicating fabric and fastenings to be used, simple measurements and techniques. • Remind the children about a seam allowance when making their pattern/template and to avoid fabric wastage when cutting. Review their progress and explain any changes that have been made. How well is this working? Is it what the user wants? What could we do to make it better? How could we improve the way it looks? Feels? Opens? Closes? What do you need to change?	• collection of purses, wallets, belt bags made from different materials, from different cultures, and with a range of fastenings • selection of fabrics *eg felt, calico, hessian* • selection of fastenings used on purses, wallets and bags • scissors for fabric, thread, tape, needles, fabric glue materials for decorative techniques *eg embroidery thread and needles, dye, fabric rayon*	Can the children: • apply what they have learnt through IDEAs/FPTs in their designing and making • write a simple specification bearing in mind the intended user • produce drawings with labels to show what they intend to make and the sequence of their work • order the sequence of their work • construct their money container with some accuracy • evaluate their product against their specification