

**Pioneer Federation**  
**Medium term plan**  
**LKS1 Cycle 2, Term 4**  
**D.T**



Subject: D.T			
Key Concept/ Theme: Why should we look after the oceans?			
Prior Learning links: EYFS – Water KS1- What makes an animal unique?			
Vocabulary: stitch, thread, needle, binca, felt, sew, cross-stich, running-stitch			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
<ul style="list-style-type: none"> <li>● Create simple designs for a product</li> <li>● Use pictures and words to describe what they want to do</li> <li>● Sort, cut and shape fabric and experiment ways of joining them</li> <li>● Select from and use a range of tools and equipment to perform practical tasks</li> <li>● Use a range of simple tools to cut, join and combine materials and components safely</li> <li>● Design purposeful, functional and appealing products for themselves and others based on a design criterion</li> <li>● Generate, develop, model and communicate their ideas</li> <li>● Choose appropriate materials, tools, techniques, equipment from a wide range</li> <li>● Safely measure, mark out, cut and shape materials and components using a range of tools</li> <li>● Evaluate and assess existing products and those that they have made using a design criterion</li> <li>● Investigate different techniques for stiffening different materials and explore methods of enabling structures to remain stable</li> </ul> <p>To know how to do a basic running stitch ● To know how to thread a needle ● To know how to tie a knot to prevent the thread from slipping through,</p>			
1.	<p>Prior learning reconnection (year group, cycle &amp; term): 1/2 EYFS Water KS1 Cycle 2 What makes an animal unique? (gauge prior knowledge new focus on sea life)</p> <p>LO: <b>Let's learn about sewing.</b></p> <p>Ask the children what they know about sewing? What is it used for? Can they think of examples they have seen in their everyday lives? Address any misconceptions. Show different examples to the children. Ensure they are aware of key vocabulary e.g. needle, thread, stitch. Explain that today, the children will be learning to thread their needle and tie a knot to secure it. Make sure the children are aware of safety, although they will be using plastic needles at school remind them of the importance of not touching equipment at home without supervision. Introduce children to a simple running stitch. They can practise on swatches of binca.</p>		
2	<p>Reconnection: What can sewing be used for? What stitch did we learn last week? How did you find threading a needle? Do you have any tips?</p> <p>LO: <b>Let's learn how to do cross stitch</b></p> <p>Explain to the children that there are many stiches in sewing that are used for different purposes. Introduce some examples and the benefits of using this particular stitch for a task e.g. backstitch for seams. Next focus on cross stitch and model how to achieve it. Today, the children will be revisiting a running stitch and learning cross stitch to create a simple bookmark out of binca.</p>		

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3	<p>Reconnection: What types of stitches do you remember? What are they used for?</p> <p>LO: <b>Let's learn how to design a badge.</b></p> <p>Today the children will design their own sea creature badge. Explain that sometimes people wear badges to highlight a cause they are passionate about e.g. the environment. The children will raise awareness of ocean pollution by wearing their sea creature badge or putting it on their school bag. Ensure the children know what materials they will have available to create their badge so they can create an annotated design.</p>
4 and 5 (making)	<p>Reconnection: Allow children to share some of their designs. What makes them successful? What could make them even better?</p> <p>LO: <b>Let's learn how to make my badge using a variety of stitches.</b></p> <p>Activity: Today the children will be making their badges using the skills they have learnt so far. Ensure the children have their plans available, they may wish to make revisions or add further features. Scribe comments (if possible) which will support the children with their evaluations later.</p>
6	<p>Reconnection: What are you most proud of about your badge? What challenges did you face?</p> <p>LO: <b>Let's learn how to evaluate the process of making our badges.</b></p> <p>Activity: Allow the children to walk around the classroom and see everyone's completed badges. Have complement slips available so the children can leave their peers feedback. Next, give the children opportunity to read their complement. Explain to the children that they are going to complete their evaluations. It might be they write comments around a photograph from the making process. Did they change their design? If so, why?</p> <p><b>End points:</b></p> <p>What did I have to change from my original plan?</p> <p>Which part do I think worked particularly well?</p> <p>Are there any areas I would change?</p> <p>What might I do differently if I were to do this project again?</p>
End of unit quiz	