



Year 4 - Summer - Design & Technology

What I already know...

Children will have already explored cut and joined different fabrics using simple techniques.

They will be familiar with thinking about the user and purpose of their product.

Key Vocabulary

| | |
|----------------|--|
| Stitch | Using thread to either join fabrics or create a pattern. |
| Seam | The line formed when sewing fabric together |
| Seam allowance | The extra space needed around a design to allow for the space to sew. |
| User | The person who the product is designed for. |
| Pattern | A guide used to help you to accurately cut out the fabric shapes needed. |

What I will learn...

- To know how to secure fabric together in a variety of ways.
- To understand the need for sewing patterns and seam allowances.
- To generate realistic ideas to design an appealing functional product fit for purpose and for a specific user.
- To produce annotated sketches and pattern pieces.
- To plan the main stages of making.
- Select and use a range of appropriate tools with accuracy.
- Test my product against the design criteria.



Blanket stitch



Running stitch



Making a difference at The Merton & beyond

Year 4 will learn about the huge history that Leicester has with the textile industry and appreciate the about of textile trade that there still is in the city. The children will create their own Worry Monster to help understand the importance of sharing concerns and looking after their mental health, and be able to sue this system at home

Skills I will learn:

Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make: select from and use a wider range of materials and components, such as textiles, according to their functional properties and aesthetic qualities

Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work