



















Year 3 MTP

Summer 1

Textiles

Magic Chalk Holder

#	Lesson title	Objective / content	Knowledge	Previous curriculum links	Vocabulary												
	Evaluate existing products	To explore, investigate and analyse a range of existing products	<p>Read through the 'Journey' text again by Aaron Becker. Explain to the children that during this story the girl lost her magic chalk and that in DT this year they are going to create a textile pouch for their own 'magic chalk' (show children the chalk which they each will have).</p> <p>Explain that before we do that, we need to look at the various types of textile pouches to create ideas for our own.</p> <ul style="list-style-type: none"> <li>To understand that simple textile containers e.g. purses, wallets, spectacle cases, draw-string bags are created in different ways for different purposes. Focus the children's attention on: <ul style="list-style-type: none"> <li>the seams and seam allowance</li> <li>size</li> <li>purpose (what would you keep in this bag?)</li> <li>different fabrics used and how easy they may be to stitch through</li> <li>Fastenings used</li> </ul> </li> </ul> <table border="1" data-bbox="770 895 1458 1350"> <tr> <td>Zip</td> <td>Press stud</td> <td>Hook and eye</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Buckle</td> <td>Button</td> <td>Velcro</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>Know that a fastening is something that can be attached to a textile that allows the material to be fastened / secured</li> </ul>	Zip	Press stud	Hook and eye				Buckle	Button	Velcro				Year 2: Puppets	<p><b>Aesthetics</b></p> <p><b>Function / purpose</b></p> <p>Fastening: zip, press stud, hook and eye, Velcro, button, buckle</p> <p>Wear</p> <p>Fibers</p>
Zip	Press stud	Hook and eye															
																	
Buckle	Button	Velcro															
																	

Task - evaluate the purpose, function and aesthetics of various money containers. To identify the strengths and weaknesses and express their personal preference and how they could apply it to their design and product. Children to explore various fastenings on these products and their strength/suitability/function.

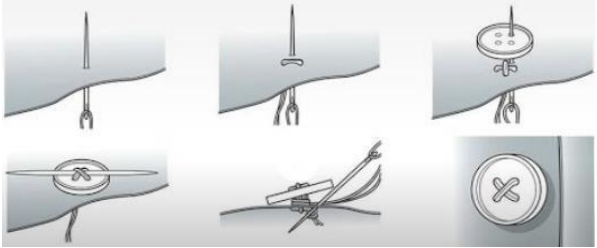
	<p>Skills</p>	<p>To be able to recap the stitch (running stitch) they've learnt previously.          To continue to practise threading and using a needle.          To learn the over stitch</p>	<ul style="list-style-type: none"> <li>• (RP) Recall and know how to safely thread a needle (refer back to year 2 summer 1 MTP)</li> <li>• (RP) Running stitch – good for assembling pieces of light fabrics</li> </ul> <p>Children to briefly sew together two pieces of felt material to remind them how to successfully complete a running stitch.</p> <ul style="list-style-type: none"> <li>• Knot at the end</li> <li>• Have more thread than the length of the seam</li> <li>• Small stitches, close together.</li> <li>• <a href="https://www.youtube.com/watch?v=i1-B01FB56s">https://www.youtube.com/watch?v=i1-B01FB56s</a></li> </ul> <p>Introduce new stitch: Backstitch</p> <p><a href="https://www.google.com/search?gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGKAB0gEIMzQ2NmowajSσAgCwAgA&amp;ie=UTF-8&amp;σq=back+stitch+primary&amp;q=back+stitch+primary&amp;rlz=1C1GCEA_enGB1083GB1083&amp;sourceid=chrome&amp;surl=1&amp;safe=active&amp;ssui=on#kpvbvx=_EqjpZbi3M8q2hbIP5MSMkAQ_59">https://www.google.com/search?gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGKAB0gEIMzQ2NmowajSσAgCwAgA&amp;ie=UTF-8&amp;σq=back+stitch+primary&amp;q=back+stitch+primary&amp;rlz=1C1GCEA_enGB1083GB1083&amp;sourceid=chrome&amp;surl=1&amp;safe=active&amp;ssui=on#kpvbvx=_EqjpZbi3M8q2hbIP5MSMkAQ_59</a></p> <ul style="list-style-type: none"> <li>• Understand that backstitch is a stronger stitch than running stitch and is useful when joining two pieces of material together.</li> </ul>	<p>Year 2: Puppets</p>	<p>Running stitch          Thread          Needle          Overstitch          Fray          Seam</p>
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- Know that an overstitch is achieved by:
  - Threading the needle
  - Drawing a straight pencil line on top of the fabric where you want the backstitch to go.
  - Putting two pieces of fabric together and pushing the needle through both so it comes out the front to create a simple stitch
  - Putting the needle in front of the stitch and bringing the thread back through to the end of the placed stitch
  - Repeat

[https://www.google.com/search?gs\\_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGKABOgEIMzQ2NmowajSoAgCwAgA&ie=UTF-8&sq=back+stitch+primary&q=back+stitch+primary&rlz=1C1GCEA\\_enGB1083GB1083&sourceid=chrome&surl=1&safe=active&ssui=on#kpvalbx=\\_EqjpZbi3M8q2hbIP5MSMkAQ\\_59](https://www.google.com/search?gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGKABOgEIMzQ2NmowajSoAgCwAgA&ie=UTF-8&sq=back+stitch+primary&q=back+stitch+primary&rlz=1C1GCEA_enGB1083GB1083&sourceid=chrome&surl=1&safe=active&ssui=on#kpvalbx=_EqjpZbi3M8q2hbIP5MSMkAQ_59)

Task – recap using the running stitch and practise using the backstitch. Let children compare the stitches after practising them– which one would be more useful to stitch the money container so that there are no gaps for the money to fall out from.

	<p>Skills</p> <p>To be able to sew a fastening correctly</p>	<p>Explain to children that from all the fastenings which we looked at, the children are able to use the following for their textile container:</p> <ul style="list-style-type: none"> <li>• Buttons</li> <li>• Press studs</li> <li>• Zip</li> </ul> <p>Discuss why other fasteners might not be possible:</p> <ul style="list-style-type: none"> <li>• Velcro – material is too strong to manually sew to material (needs a sewing machine)</li> <li>• Buckle – needs a machine to attach it to material</li> </ul> <p>Model how to sew a button and a press stud (same technique)</p> <ul style="list-style-type: none"> <li>• Know how to add/stitch a button</li> <li>• <a href="https://www.youtube.com/watch?v=xNy9hLCIONM&amp;t=110s">https://www.youtube.com/watch?v=xNy9hLCIONM&amp;t=110s</a></li> <li>• <a href="https://www.wikihow.life/Sew-a-Button">https://www.wikihow.life/Sew-a-Button</a></li> </ul>  <ol style="list-style-type: none"> <li>1. Choose a button and a thread</li> <li>2. Thread the needle</li> <li>3. Tie a knot at the end of the thread</li> <li>4. Place the button where you wish to stitch it on to</li> <li>5. Push the needle through the bottom of the fabric and through one of the holes of the button – the thread and needle should come out the top</li> <li>6. Push the needle through the other hole and back out the bottom</li> <li>7. Note – if there are two holes in the button, change between the two you are threading through. If there are four, go to the opposite hole so that an 'X' is formed at the bottom of the fabric</li> </ol>	<p>Year 2: Puppets</p>	<p>Design Annotate Fastening</p>
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Task – children to practise attaching buttons and press studs to a piece of material

Sequence 5	Design	To design their textile holder	<p>Show the children the various types of material which they can use for their textile holder.</p> <p>Explain to the children that they will need to measure the correct length of material (slightly bigger than the chalk).</p> <ul style="list-style-type: none"><li>• Understand that a paper template can be measured and cut out (a pattern) which can then be pinned to the material and then cut out.</li><li>• Understand that the children will need two pieces of material which they will need to sew together using over stitch and running stitch.</li><li>• Understand that the children need to choose their fastener for their holder.</li></ul>	Year 2: Puppets	
	Task Idea: Children to design (including measurements) their textile holder and then cut the material out using a paper pattern (ready to make next sequence)				

Sequence 5	Make	To make their textile holder	<p>Children are to make their textile holder using their material and fasteners from the previous week and using stitches taught.</p> <p>This will need a longer session.</p>	Year 2: Puppets	<p>Make Health and safety Button <b>Fastening</b> Stitch Felt</p>
Task – children to make their own money container with a fastening.					
Sequence 6	Evaluate	To evaluate their textile holder	<ul style="list-style-type: none"> <li>Recall that evaluation is a process when product/process is checked whether it works well and if anything can be corrected or improve</li> <li>Understand that the seams need to be stitched well and should not allow the chalk to fall through</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Is the textile holder stitched together well?</li> <li>Are there any holes that could let the chalk fall out?</li> <li>Is there a fastening included to help to keep the chalk secured/fastened/closed?</li> <li>Has the material been cut accurately and neatly?</li> </ul>	Year 2: Puppets	<p>Evaluate Improve Change Test</p>
Task – children to evaluate their money container against the design criteria and the existing products they have explored					