

	Year group: Year 2	Area/topic: Create, Develop and Evaluate Products- Textiles Making Mittens
	(objectives from NC/ELG/Development matters)	

## Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

## Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

## Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Prior learning	Future learning
<ul style="list-style-type: none"> <li>➤ Children have been introduced to the steps to take when embarking on DT products.</li> <li>➤ Children should be able to explain what happens in each of the stages and how each stage might look.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children should begin to plan out what each stage of a project might look like.</li> <li>➤ They will need to think about the steps of planning and what they think each stage might look like - this might be done through small sketches, notes etc.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>➤ Children will evaluate existing products and discuss what makes them successful.</li> <li>➤ Children should design their product based on their evaluations and a specific design brief.</li> <li>➤ Children to learn, have the opportunity to explore and evaluate different joining methods for textiles and with their specific projects in mind.</li> <li>➤ They should be able to prethink what materials and equipment they might need to use alongside knowing where they might need to source that from.</li> <li>➤ Children should be able to explain what will happen during the stages of their project.</li> <li>➤ Children should be able to explain the process they will take alongside what they think will happen to their product.</li> </ul>	Children to document the process of their product making throughout the course of several weeks, this will be done through quotes, labels, sketches, photos, colour swatches, material swatches.

<ul style="list-style-type: none"> <li>➤ Children will be able to explain how their product fulfils the initial brief.</li> <li>➤ At this stage in their DT learning children should be able to think about what edits they should be making to their products throughout the construction stage.</li> </ul>	
Key vocabulary	
Improve, Modify, Purpose, Existing Product, Join, Textile, Stitch,	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>➤ Children may want to start editing before they've fully started the process of construction.</li> <li>➤ Children to understand that editing does not mean starting from scratch again.</li> <li>➤ Children to understand that this term of editing is different from writing editing.</li> <li>➤ Children may want to stick with basic materials and should be encouraged to use other materials so they can talk about their effectiveness.</li> </ul>	Little people big dreams Zaha Hadid
Memorable first hand experiences	Opportunities for communication
Creating a product that can be used for a purpose either by themselves or for a friend/family member.	Children will be discussing consistently the process they are taking to get to the final part of construction. Whether this is editing, or new labels. All thoughts should be documented.

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Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>
Social, Emotional and Mental health	Sensory and Physical
<p>Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend - talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos</p>	<p>Chunky pencils/crayons A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise</p>