

TERM: Autumn 2		YEAR GROUP: Y6		SUBJECT: D&T	
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 25.11.24	WEEK 5 DATE: 02.12.24	WEEK 6 DATE: 09.11.24
<p><b>LO:</b> To design a waistcoat.</p> <p><b>Success Criteria:</b> I can annotate my designs. I can design clothing to a set of design criteria.</p> <p><b>Main Event:</b> Children draw their waistcoat designs in detail (front and back) and annotate the materials they will use and where they will sew. They should include the colour of the fabric and thread. Who their waistcoat is for? What will they need to include (design criteria)?</p> <p><b>Support:</b> Could benefit from the Resource: Waistcoat design sheet example to support them with ideas.</p> <p><b>Challenge:</b> Add extra details to their designs; should thoroughly label all decorations and materials, including colours and where they will join the fabric.</p>	<p><b>LO:</b> To mark and cut fabric according to a design.</p> <p><b>Success Criteria:</b> I can explain the differences between my design and the template. I can accurately mark out the outline of the panels for my waistcoat. I can cut neatly and accurately.</p> <p><b>Main Event:</b> Draw around parts of the template onto the fabric (adapt the shape of the template at the bottom according to their design). Draw dashes across the parts of the fabric that will be sewn (the top of the shoulders and the sides). Leave a 1 cm gap when cutting this out. Allow the children to cut out their shapes, remembering to leave the 1 cm gap on the edges they will sew. Once the children have cut out their fabric pieces, children pin them together ensuring the waistcoat is inside out and ready to be sewn in the next lesson. <b>Support:</b> Peer to mark the lines that need to be cut out. <b>Challenge:</b> Cut neatly and accurately, ensuring that their fabric shape closely matches their design.</p>	<p><b>LO:</b> To assemble a waistcoat</p> <p><b>Success Criteria:</b> I can sew a strong running stitch. I can ensure my stitches are small, neat and follow the edge. I can tie strong knots to secure the thread in place.</p> <p><b>Main Event:</b> Children that they will sew the parts of their waistcoats that they pinned together in the previous lesson. Before they start, they should double-check that: All of the edges line up, there is enough of an overlap at the front to fix a fastening, the waistcoat is inside out so the stitches will be neater when they finish sewing.</p> <p><b>Support:</b> Should be encouraged to sew independently but could be supported by a peer when tying knots and threading their needles.</p> <p><b>Challenge:</b> Should take care to ensure their stitches are small, neat and follow the correct lines.</p>	<p><b>LO:</b> To decorate your waistcoat.</p> <p><b>Success Criteria:</b> I can secure a fastening. I can attach objects for decoration using thread. I can evaluate my work according to the design criteria.</p> <p><b>Main Event:</b> Remind the children how to attach beads and buttons by looping thread through the holes at least three times, securing each stitch to ensure it stays in place. Add details and decorations to their waistcoats for the rest of the lesson. They can adapt their designs as they work but they need to include any changes on their design sheets. Once they have finished, evaluate the waistcoats according to their design criteria.</p> <p><b>Support:</b> Could be paired with a peer to support tying knots, positioning buttons and threading needles; should be reminded to sew on the right side.</p> <p><b>Challenge:</b> Should ensure that any words and symbols are straight and balanced (in terms of composition) on the garment.</p>	<p><b>LO:</b> To collect data showing how population impacts the amount of traffic and litter in an area.</p> <p><b>Success Criteria:</b> I can follow a pre-prepared route on an OS map. I can use a range of data collection methods. I can collect both quantitative and qualitative data.</p> <p><b>Main Event:</b> Children should aim to complete all activities in both locations to create a robust and reliable data set that they can use to compare. Encourage each pupil to talk to at least one member of the public to complete their Likert scale. This will have to be completed by the child and a member of the public twice, once in the most populated area and once in the quieter location. Children are then ready to walk the route to the two pre-prepared locations to collect data on traffic and litter in both places. <b>Support:</b> Can be guided by the adult support and the other children in their group when collecting data and approaching a member of the public, if needed. <b>Challenge:</b> Could be responsible for checking that all activities have been completed in both locations.</p>	<p><b>LO:</b> To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</p> <p><b>Success Criteria:</b> I can use digital technologies to map data collected. I can analyse and compare two different data sets. I can suggest improvements in response to conclusions drawn.</p> <p><b>Main Event:</b> Using the findings from their fieldwork, pupils type up a written report using a digital word processing application, such as Microsoft Word.</p> <p><b>Support:</b> Can either type or hand write their report and use Activity: Report plan (support).</p> <p><b>Challenge:</b></p>

