

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Textiles	Unit: Felt Keyring	Term/Duration: Rotation 10 – 12 weeks	Year Group: 5
Prior Learning: <ul style="list-style-type: none"> ● That sewing is used to join pieces of material together. ● That a needle and thread are used for sewing. ● How to do cross stitch and/or running stitch. ● That different products are made from a range of different materials. 		Key Vocabulary: <ul style="list-style-type: none"> ● Function ● Appearance ● Embellishment ● Accuracy ● Design brief ● Evaluation ● Prototype 	
By the end of this unit...			
<p>All pupils will be able to:</p> <p>Know what needs to be considered before the felt keyring can be designed. Draw 2 different ideas for the felt keyring and label the key decisions. Be able to describe what a prototype is and create a simple prototype of your keyring. Practise some stitches on a sampler. Cut out a pattern. Follow instructions and work safely. Cut out the keyring using a pattern. Think about how well the felt keyring works and how suitable it is for a student.</p>			
<p>Most children will have made more progress; they will be able to:</p> <p>Write a list of requirements that the felt keyring must meet. Colour the ideas. Include labelling information about how it will be made. Explain the importance of creating a prototype. Produce a detailed prototype of chosen keyring and identify any changes that need to be made.</p>			



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Tie off a row of stitches.
 Cut the keyring from felt.
 Add embellishments to the keyring so it looks like the chosen design idea.
 Know which points of the specification are met by the final felt keyring.

Some children will have progressed further; they will be able to:

Explain why it is important for the felt keyring to meet the requirements.
 Use a range of embellishment techniques in design work.
 Include explanation with labelling.
 Measure and cut an accurate prototype and explain how to make changes to improve the design.
 Tie off a row of stitches.
 Cut the keyring from felt.
 Select embroidery threads that match the chosen design idea.
 Use a range of different stitches and embellishments.
 Explain the changes that could be made if the felt keyring were to be made again.

◆ **Notes:**

	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	To be able to write a specification for the felt keyring including	Starter - What do you like about these key rings? Think, pair, share. Explain why it is important to look at existing products before designing new ones. Discuss the main areas to look at and how these help with designing a new product.	Highlight learning objective; must, should or could in the booklet.	Year 5 Felt Keyring powerpoint Printed work booklet H&S - see Rm 14 risk assessment	

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	<p>reasons for the points.</p>	<p>Demonstrate how to evaluate an existing keyring and model some of the responses. In their work booklets students evaluate an existing key ring. Monitor and give assistance as required.</p> <p>Read through the design brief for the project. Use random questioning to find out what a specification is and how it is written. Discuss the main points that need to be included in the specification, these should link to the points on the mindmap. Model how to write the first point of the specification focusing on the point and the reason. Students write the specification in their work booklet. Monitor students progress as they write the specification and give assistance as required.</p> <p>Students feedback points from their specifications.</p>			
2	<p>To be able to create a design for the felt keyring. To be able to evaluate the strengths and weaknesses of the designs.</p>	<p>Starter - What do you need to think about before designing the keyring, decision questions. Think, pair, share.</p> <p>Explain and model how to produce the design ideas including drawing in pencil, colouring in coloured pencil, labelling the design decisions, labelling how the design links to the points of the specification, explaining the points in the labelling. Remind students there needs to be a loop included to attach the keys too, they need to include some embellishments.</p>	<p>Highlight learning objective; must, should or could in the booklet.</p> <p>Design Ideas</p>	<p>Year 5 Felt Keyring powerpoint Printed work booklet Coloured pencils</p> <p>H&S - see Rm 14 risk assessment</p>	



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		<p>Monitor students progress as they produce their ideas giving assistance as required.</p> <p>Discuss how to annotate the ideas. Question and answer based around the model idea in the powerpoint.</p> <p>Discuss identifying the strengths and weaknesses of the designs. This should focus on how well they work as a keyring not on the neatness of drawing, colouring etc.</p> <p>Students evaluate the strengths and weaknesses of their designs in their work booklets.</p> <p>Students explain which idea they plan to make and why.</p>			
3	<p>To be able to create a prototype of the felt keyring. To be able to evaluate the strengths and weaknesses of the prototype.</p>	<p>Starter - Why do you make a prototype (model) out of paper before making your keyring out of felt.</p> <p>Discuss what a prototype is and what it is used for. Discuss why it's important to make one before making the final keyring.</p> <p>Demonstrate how to make a prototype of the keyring from paper and how to add the features and show where the stitches would be.</p> <p>Discuss what you have found out from making the prototype and what would need changing before making the final keyring and why.</p> <p>Students make a prototype of their keyring.</p> <p>Students glue the prototype into their booklets and write what they have found out by making it and what changes they would need to make.</p> <p>Monitor and give assistance as required.</p>	<p>Highlight learning objective; must, should or could in the booklet.</p> <p>Prototypes</p> <p>Prototype write up</p>	<p>Year 5 Felt Keyring powerpoint</p> <p>Printed work booklet</p> <p>Paper</p> <p>Scissors</p> <p>H&S - see Rm 14 risk assessment</p>	

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		Discuss the material being used to make the keyring from and what it is suitable.			
4	To be able to practise a range of stitches. To be able to produce a pattern for your key ring.	<p>Starter - What techniques, embellishments have been used to make this key ring?</p> <p>Discuss which techniques and embellishments have been used.</p> <p>Show students the videoclips of how to do different stitches. Watch all of the clips.</p> <p>Hand out pieces of felt, needles and embroidery threads.</p> <p>Watch the video clip on how to thread a needle.</p> <p>Demonstrate how to thread a needle.</p> <p>Students have a go at threading their needle.</p> <p>Monitor and give assistance as required.</p> <p>Demonstrate running stitch.</p> <p>Play the video clip again as students have a go at the stitch on their sampler.</p> <p>Monitor and give assistance as required.</p> <p>Demonstrate finishing off, as students get to the end of their row off running stitch they finish it off.</p> <p>Repeat this for the other stitches, monitoring and giving assistance as required.</p> <p>Discuss what a pattern is and why it is used.</p> <p>Explain how the pattern needs to be made for the keyring.</p> <p>Students make the patterns for their keyrings.</p>	Highlight learning objective; must, should or could in the booklet. Sampler of stitches.	<p>Year 5 Felt Keyring powerpoint</p> <p>Printed work booklet</p> <p>Felt</p> <p>Embroidery thread</p> <p>Scissors</p> <p>Needles</p> <p>Pattern pieces</p> <p>H&S - see Rm 14 risk assessment</p>	

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		Monitor and give assistance as required.			
5	To be able to use tools and equipment with some accuracy to cut and shape materials and put components together.	<p>Starter - Why do you use a pattern to mark out the keyring? Think, pair, share.</p> <p>Using the powerpoint slide, discuss the stages of making the keyring. Emphasise the health and safety of using the scissors to cut parts out, using the pins and the needles.</p> <p>Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches. Demonstrate how to thread the needle, how to use the pattern to mark out the pieces of felt, and how to cut out the pieces. Explain how it is easier to add the embellishments before sewing the two sides together.</p> <p>Students work through making their pattern pieces, cutting out the pieces and adding the embellishments. Monitor student progress and give assistance as required.</p> <p>Students feedback where they have been successful with making their keyring and what they need to improve on next lesson.</p>	Highlight learning objective; must, should or could in the booklet.	Year 5 Felt Keyring powerpoint Printed work booklet Felt Embroidery thread Scissors Needles H&S - see Rm 14 risk assessment	
6	To be able to use tools and equipment with some accuracy to	<p>Starter - think about what you want to achieve in this lesson and set a target. Go through the target setting table. Students tick the box next to what they would like to achieve.</p>	Highlight learning objective; must, should or could in the booklet.	Year 5 Felt Keyring powerpoint Printed work booklet Felt	

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	<p>cut and shape materials and put components together.</p>	<p>Using the powerpoint slide recap the stages of making the keyring. Emphasise the health and safety of using the scissors to cut parts out and using the pins and needles. Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches. Demonstrate how to thread the needle. Remind students it is easier to add the embellishments before sewing the two sides together.</p> <p>Students work through adding the embellishments. Monitor student progress and give assistance as required.</p> <p>Students fill in their target table to say whether they managed it and what they would like to achieve next lesson.</p>		<p>Embroidery thread Scissors Needles</p> <p>H&S - see Rm 14 risk assessment</p>	
7	<p>To be able to use tools and equipment with some accuracy to cut and shape materials and put components together.</p>	<p>Starter - think about what you want to achieve in this lesson and set a target.</p> <p>Go through the target setting table. Students tick the box next to what they would like to achieve.</p> <p>Using the powerpoint slide recap the stages of making the keyring. Emphasise the health and safety of using the scissors to cut parts out and using the pins and needles. Recap on how to thread a needle, the stitches that can be used and how to finish off a row of stitches.</p>	<p>Highlight learning objective; must, should or could in the booklet. Completed keyrings</p>	<p>Year 5 Felt Keyring powerpoint Printed work booklet Felt Embroidery thread Scissors Needles</p> <p>H&S - see Rm 14 risk assessment</p>	

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		<p>Demonstrate how to thread the needle. Remind students it is easier to add the embellishments before sewing the two sides together.</p> <p>Students work through adding the embellishments.</p> <p>Demonstrate how to add the loop for the split ring and how to sew the two sides of the keyring together. Emphasise leaving a small gap to put the wadding in.</p> <p>Students work through the stages to complete their keyring. Monitor student progress and give assistance as required.</p> <p>Students fill in their target table to say whether they managed it and what they would like to achieve next lesson.</p>			
8	To be able to evaluate the finished felt keyring.	<p>Starter - Why is it important to carry out an evaluation? Think, pair, share.</p> <p>Recap using random questioning the stages of making the keyring and the tools and equipment needed at each stage.</p> <p>Students complete the record of production in their work booklet. Monitor student progress and give assistance as required.</p> <p>Discuss the questions in the work booklet about how the making of the keyring went focusing on explaining the answers.</p>	<p>Highlight learning objective; must, should or could in the booklet. Record of production Evaluation</p>	<p>Year 5 Felt Keyring powerpoint Printed work booklet Completed puppets</p> <p>H&S - see Rm 14 risk assessment</p>	

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	<p>Students answer how the making of the keyring went in their booklets. Use random questioning to go through the answers.</p> <p>Recap why it is important to carry out an evaluation. Explain how to do an evaluation against the specification, referring to the points given. Discuss how this can show you what improvements could be made to the keyring if you were to make it again.</p> <p>Students work through their evaluation against the specification in their work booklets and fill out the question about what changes they would make to the keyring if they were to make it again. Monitor student progress and give assistance as required.</p>			
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