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| **Year 4** |
| Roman coin purse |
| **Links made with other subjects** | English - Boudicca, Queen of DarknessMaths – measurement, shapeHistory – The Romans |
| **The BIG Question** | Can you make a Roman coin purse? |
| **The BIG Outcome** | To make a Roman coin purse and sew a fastening using a range of stitches. |
| **DT objectives**(link to NC) | 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

Technical knowledge* Build structures, exploring how they can be made stronger, stiffer and more stable
* Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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| **Prior knowledge** What prior knowledge is needed for children to be successful in this unit? | This has included: drawing round a template, joining sheet materials using glue, cutting materials, threading a needle and creating a stitch.This unit builds on:Reception – Weaving materialsYear 1 – Design and make a kite Year 2 – Design and make a finger puppetYear 3 - Design and make a bookmark |
| **Future learning** | This unit gives prior knowledge to: |
| Consider the conceptual | Year 5 – Design and make a Anglo Saxon drawstring bagYear 6 – Design and make a Viking sheath |
| knowledge within asubject that pupils need |  |
| for future learning not |  |
| just the recall of facts but |  |
| the importance of |  |
| concepts |  |
| **DT strands** | Design* Design purposeful, functional, appealing products for themselves and other users based on design criteria
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| **Vocabulary/ Glossary** | purpose, design criteria, model, evaluating, labelled drawings, stiffening, reinforcing, pattern/templates, strength, weaknesses, accurate, finishing, fabric, fastening, compartment, press stud, clasp, hook and eye, button, buckle, seam, seam allowance, reinforce, embroidery, strength, hard-wearing, stretch, fray |
| **Knowledge**(see italics for knowledge to remember)Numbers used are the LOs for the lesson. | The knowledge that children will learn and remember:* *Investigate and analyse a range of existing products.*
* *Discuss how the Romans dressed. What were their clothes like? Which accessories did they wear?*
* *What were their purses used for?*
* *Why would the Romans use them?*
* *Provide the children with a range of money containers e.g. purses, wallet, purse, belt bags.*
* *Children to focus on observing the stitches and fastenings and why they are used.*
* *Discuss the different fabrics and the properties needed in the fabric e.g. hard wearing, waterproof etc.*
* *Children to answer questions about the products they have seen, which is most suitable for a young child/teenage/adult? Which would be the safest to keep your money in? why is it useful to have compartments in a wallet? Make a list of features essential to all of the money containers.*
* *Discuss different fastenings, e.g. buttons, press studs, hooks and eyes, Velcro etc. How do they work? Why is the fastening appropriate? Is the fastening a feature of the product?*
* *Generate, develop, model and communicate their ideas through discussion and annotated sketches*.

**Lesson 1 of design*** Tell children that today they will be designing their own Roman coin purse that will be made out of a sheet of felt. Show children a piece of felt and ask for their suggestions as to how they could make a purse out of this.
* Children to share their ideas, then go through the suggestions of different ways you could fold and sew the felt to make a purse. Which shape do you like best and why?
* Once you have decided on the shape of the purse you want to create, you then need to decide how you will decorate it. What colour felt will you use? What colour thread will you use? Which embellishments will you add? How will you attach them? Children to discuss their ideas as a class.
* When you design a product, it is important to think about who and what you are designing it for. Who will you design your purse for? What will it need to be in order to be successful?

**Lesson 2 of design*** Tell children that today they will be looking at different ways they can add embellishments to their designs to make their purses attractive to look at, as well as being functional. Can you think of some different ways you could add patterns, colours and designs to a piece of felt? Invite children to share their ideas.
* Look at different ways of adding decorations, including buttons, sequins, appliqué, beads and ribbons. Show some different ways of joining these to the main piece of fabric. Which joining method do you think will be the most secure? Why?
* Invite children to share their ideas, then explain that fabric glue doesn’t always work well on felt because it is fluffy. Sewing is a much more secure way of adding embellishments – children to include their joining technique on their design.
* **Lesson 3 of design**Explain that they are going to investigate techniques that are used to join materials together. Remind children that over the next few lessons they will be designing and making their own purses. To do this, they are going to have to do some sewing. Have you ever done any sewing before? What did you sew? Invite children to share their responses.
	+ Which of these stitches do you think would make the most secure join? Why? Which do you think looks the best? Why? Children to share their ideas, giving reasons for their choices.
	+ Remind children about how to work safely with needles, pins and scissors.
	+ Explain that to make our purses we will need a way to open and close them. Can you think of some different ways of opening and closing a purse? Invite children to share their ideas.
	+ Practise threading a needle and thread.Demonstrate and allow the children to practice different stitching techniques e.g. running stitch, back stitch, invisible stitch, hemming stitch, overcast stitch.
	+ Children can practice this on a piece of paper/material of their choice using a needle and thread.

**Lesson 4 of design*** Children to design and label their own Roman coin purse. Considering the stitch, embellishments, fastening and colours.
* Write a simple design criteria to follow – step 1 etc.
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|  | 1. *Use a range of tools and equipment to perform practical tasks accurately.*
2. *Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.*
* Gather all of the equipment and materials that they will need.
1. *Use simple finishing techniques suitable for the product they are creating.*
2. *Know and explain how to create a purse* (children to think and talk through how their product is used and what holds it together.)
* Ask children to take out the designs for their purse. Give children a few minutes to look through their plan to remind themselves of what they need to do.
* Explain that today they will be following their designs to make their purse. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas.
* Show children some of the different steps they will be taking when they make their purse. As a class, discuss which order these steps should be taken in.
* Write notes for children’s responses: What will you do if you have a problem while you are making your purse? How can you make sure you stay safe while you are making your purse? How can you make sure your purse ends up looking like your design?
1. *Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.*
* Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas.
* Ask children to get their purses out and put them on their hands. Children to give their purses a name and then introduce their purses to their friends. Give children some time to walk around the classroom with their purse meeting other purses!
* Tell children that today they will be evaluating their finished purses. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas.
* Ask children to get into partners and discuss: What did you most enjoy about making your purse? What did you find most difficult about making your purse? What would you do differently if you were going to make your purse again?
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| **SEND** | The knowledge that children will learn and remember:* *Investigate and analyse a range of existing products.*
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| **Resources** | * A collection of purses
* Embroidery thread
* Felt/felt squares
* Needles, pins and thread
* Fastenings
* Variety of materials and tools, e.g. felt, fabric, buttons, poppers, sequins, ribbons, beads, scissors, needles, pins, etc.
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| **Lesson resources** | * https://www.twinkl.co.uk/resource/t-m-866-simple-sewing-stitches-display-posters
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