



Knowledge and Skills Mind Map (DT) Year 2—Spring Term

Knowledge - 
Skill - 

Prior Learning (EYFS)

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products

1. Can I explore how fabric products are made?

- **Vocab:** fabric, template, pattern, join, stitch, glue
- Know that fabric products are made from different pieces joined together.
- Know that a template or pattern helps us create the right shape when cutting fabric.
- Know that fabric pieces can be joined in different ways such as gluing, stapling or stitching.

Task: Provide a selection of simple textile products (e.g. puppets, small bags, fabric toys). Model how to observe carefully. Ask: How many parts? What is it joined with? How is it finished? Children draw and label one product, identifying materials (e.g., felt, cotton, fabric, fleece) and joining methods (stitching, glue, staples)

Evaluating: Explore and evaluate a range of existing textile products relevant to the project being undertaken.

Technical Knowledge: Understand how simple 3-D textile products are made, using a template to create two identical shapes.

PAGE 1

Textiles: Templates and Joining Techniques 'Can I Make a Tudor House?'



3. Can I practise cutting and joining fabric?

- **Vocab:** template, cut, join, stitch, staple, glue
- Know that we must use scissors and tools safely when working with fabric.
- Know that using a template helps us cut accurate shapes.
- Know that different joining methods (glue, stapling, stitching) have different strengths.

- Know how to work safely: use scissors carefully, cutting away from the body, keep fingers away from cutting lines and staples, use tools and equipment safely at all times

Task: Model how to place a template onto fabric and mark around it before cutting carefully, then demonstrate different joining methods (glue, stapling, simple running stitch); children practise cutting shapes using templates and joining fabric pieces using a range of techniques (glue for quick joins, stapling for secure joins, stitching for stronger joins), discussing which method works best.

Making (Focused Tasks):

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Technical Knowledge:

- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

2. Can I design a fabric Tudor house?

- **Vocab:** design, user, template, shape, decorate, feature
- Know that we can design a product for a purpose, such as a Tudor house for a class display about the Great Fire of London.
- Know that Tudor houses have features such as wooden beams, square panels and sloping roofs.
- Know that we can break a design into simple shapes (walls, roof, windows).
- Know that we can communicate our ideas through drawings and simple mock-ups.

Task: Show large images of Tudor houses and model how to identify key features (wooden beams, white panels, sloping roofs), then demonstrate how to break the house into simple shapes (rectangle for walls, triangle for roof); children then draw and label their own design, including shapes (wall, roof), joining methods (glue, stapling, stitch) and decoration ideas (drawn beams, fabric strips, windows and doors).

Designing:

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology



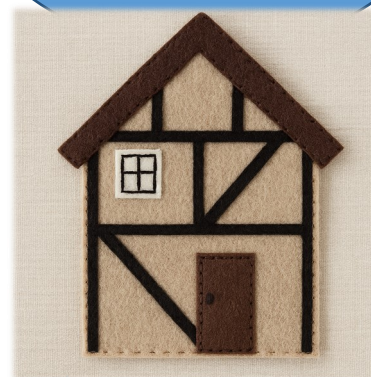
Knowledge and Skills Mind Map (DT) Year 2—Spring Term

Knowledge - 
Skill - 



PAGE 2

Textiles: *Templates and Joining Techniques* 'Can I Make a Tudor House?'



4. Can I make my fabric Tudor house?

Vocab: assemble, join, decorate, finish, material

- Know that we can use templates to cut matching shapes for our product.
- Know that we can join fabric pieces to create our Tudor house.
- Know that we can decorate our product to show Tudor features.
- Know that we should follow our design when making.
- Know that we must use tools and materials safely (cutting carefully, keeping fingers away from sharp or moving parts, and working sensibly when joining fabric).

Task: Model the full making process step-by-step (using templates to cut shapes such as a rectangle wall and triangle roof, joining pieces using glue, stapling or simple stitching, and adding decoration such as drawn or fabric-strip beams, windows and doors); children then follow their design to cut fabric shapes, join pieces together and decorate their Tudor house, selecting appropriate materials and joining methods.

Making:

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Technical Knowledge:

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Know and use technical vocabulary relevant to the project.

5. Can I evaluate my fabric Tudor house?

- **Vocab:** evaluate, design, improve, features, join
- Know that we can evaluate our product by comparing it to our design.
- Know that we can describe what worked well, such as neat cutting or strong joins.
- Know that we can suggest specific improvements, such as using a stronger joining method or adding clearer Tudor features (e.g. beams or windows).

Task: Display the finished Tudor houses together (e.g. as a class street display) and model how to compare a product to its design, then guide children to evaluate their own house by discussing what worked well (e.g. strong joins, neat cutting, clear Tudor features) and what could be improved (e.g. better joining method, clearer decoration, more accurate shapes), using sentence stems (I like... because..., Next time I would...).

Evaluating: Evaluate their ideas throughout and their final products against original design criteria.