

TOPIC	NATIONAL CURRICULUM
TEXTILES	- Design and make textile artwork using a range of materials and techniques. - Develop key textile skills including dyeing, cutting, shaping, joining, knotting, and stitching. - Learn about the work of famous textile artists (Althea McNish, Linda Steele) and discuss preferences.
VOCABULARY	Thread, fabric, dye, natural dyes (tea, coffee), knotting, fraying, fringing, twisting, plaiting, snips, running stitch, pattern, texture, Althea McNish, Linda Steele.
POSSIBLE VISIT OR EXPERIENCE	A visit to a local craft studio, haberdashery, or botanical garden to gather natural inspiration and examine woven/dyed fabric textures.
PRIOR LEARNING	EYFS & Y1 Cutting basic paper shapes with scissors and snipping forward. Exploring textures, hard/soft materials, and basic line/shape concepts.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES AND CONCEPT	Exploring Textile Artists & Sorting Fabrics To explore the work of textile artists (Althea McNish, Linda Steele) and sort fabrics by colour and texture.	Experimenting with Natural Dyes To alter and modify fabric colour using natural dyes.	Manipulating Threads and Weaving To modify threads and fabrics using knotting, fraying, twisting, plaiting, and weaving.	Cutting and Running Stitch Techniques To cut and shape fabric accurately and introduce joining with a simple running stitch.	Topic-Inspired Textile Picture To combine fabric cutting, dyeing, thread manipulation, and stitching into a finished textile artwork.	Evaluate and Review To review completed textile artwork and evaluate skill progression.
ACTIVITY	Study nature-inspired Caribbean fabric prints by Althea McNish and embroidered textile art by Linda Steele. Match, sort, and group fabric and thread samples in sketchbooks by colour, texture, and size.	Create natural dye baths using tea and coffee. Dip-dye calico or cotton strips, experimenting with immersion time to produce varied shades and tonal variations.	Practise altering thread and fabric edges through knotting, fringing, twisting, and plaiting. Create a simple weave using card looms or natural items like twigs and grass.	Cut shapes from felt or dyed fabric using fabric snips. Thread large-eye plastic needles and practise a basic running stitch to secure fabric shapes or join edges together.	Plan and assemble a topic-inspired fabric picture (e.g., fabric pattern design or nature scene). Apply fabric shapes onto a background using glue or running stitches, adding plaited or fringed thread accents.	Display finished textile pieces. Evaluate stitch neatness, fabric choices, and texture combination. Self-assess against Year 2 assessment targets.

ASSESSMENT	Teacher assessment based on sketchbook manipulation studies, final textile product execution, and target-based self-assessment (Working Towards, At, or Above Expected Level).
INCLUSION & ADAPTATION	• Provide pre-threaded self-threading needles or plastic tapestry needles. • Use spring-loaded safety snips and pre-cut fabric strips for pupils developing fine motor control.
GREATER DEPTH	Pupils independently apply a wider variety of joining methods (e.g., combining running stitches with decorative knotting) and create complex multi-toned dip-dye effects.
RESOURCES	Fabric scraps (calico, felt, burlap, cotton), embroidery threads, thick yarn. Large-eye plastic needles, fabric scissors/snips. Natural dye items: tea bags, instant coffee granules, bowls, warm water. Cardboard weaving frames, twigs, grass, fabric glue.