Learning Organiser: Textiles Year Six: Slippers

What do we know?

* Know how to produce appropriate lists of tools, equipment and materials needed and explain choices in relation to the skills and techniques you will be using.

* Know that it is important to critically evaluate the quality of the design, manufacture and fitness for purpose of your products

* Know why designers and makers critique research, using surveys, interviews, questionnaires and web-based resources to develop their own innovative ideas.

2. Research slippers and slipper design. Critically evaluate a range of slippers.

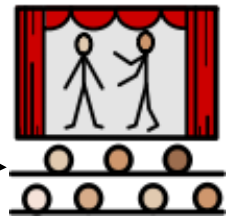
3. Investigate ways to join the parts of your slipper. Make a joins exploration board and present to the class.

4. Introduce design specification. Make a slipper prototype referring to specification. Remember to allow for seams and ensure they will fit the required size for the intended user.

5. Investigate materials and processes that will ensure comfort. Make informed materials choices.

6. Make a step-by-step slipper production plan. Use CAD to develop your slipper design.

7. Assemble the prepared parts of your slipper. Test the fit. Collect audience feedback to evaluate.



Vocabulary

decision
constraint
specification
resourceful
justify
comfort
heel
insole/sole
upper
function

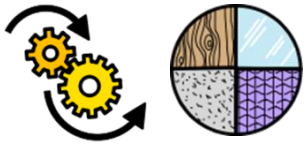
Forever Facts

Know that designers and makers apply techniques that involve several steps. Know that designers and makers make design decisions, taking account of constraints such as time, resources and cost.

Know why designers and makers demonstrate resourcefulness when tackling practical problems.

Know how to develop a simple design specification to guide their thinking and justify their specifications.

Big Ideas



Writing Opportunity/ies

Slipper production annotated storyboard.

Where will it go?

Showcase

Gifts for purchase at the Christmas Fayre

Learning Organiser: Cooking Year Six

What do we know?

* Know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

* Know why chefs choose equipment and ingredients to suit the skills and techniques they use.

* Know that food providers critically evaluate their products to ensure they are high quality.

2. Ask the children to plan a three-course meal for school dinners with a given budget. In groups, children plan their shopping and equipment lists, comparing costs from suppliers to ensure good value for money.

3. Talk with Mel about the regulations she has to follow to ensure school dinners and healthy and cater for children with intolerances and allergies. Review and adjust meal plans.

4. What will children across the school want to eat? Survey classes to find budget friendly, healthy and popular options for your meal. Talk to Mel about the ordering process.

5. Plan your meal preparation step by step.
*Complete your Level One Food Safety certificate online.

6. Work with Mel to cook a three-course meal for school dinners as planned, including a starter, main and desert.

Vocabulary

course
meal
budget
supplier
preference
intolerance
allergy
hygiene

Big Ideas

Function

Texture

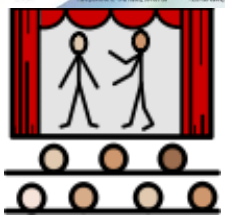
Know how to make design decisions, taking account of constraints such as time, resources and cost.

Know that to make dishes for a meal you need to apply techniques that involve a number of steps.

Know why it is necessary to hypothesise the needs, wants, preferences and values of your guests.

Writing Opportunity/ies

Step by step meal planner/flow diagram.



Where will it go?

Showcase

School Dinners: Three Course Meal (starter-main-desert)

Qualification: Level One Food Safety and Hygiene.

Learning Organiser: 3D Products Year Six

Vocabulary

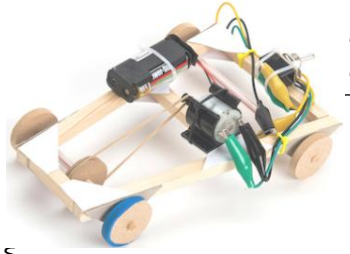
switch
alarm
system
sensor
preference
value
constraint

What do we know?

*Know that vehicle manufacturers select from and use a range of tools and equipment.(Y2)

* Know how to explore and use mechanisms (wheels and axels) to make products. (Y2)

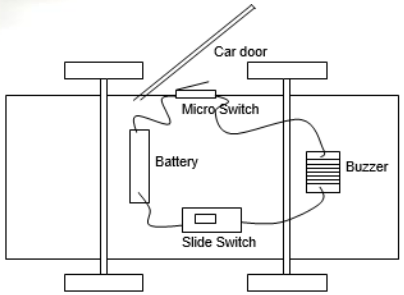
* Know how to use a wider range of materials, including mechanical and electrical components. (Y4)



2. How are different vehicles alarmed?

3. Choose which vehicle you will make and how it will be alarmed.

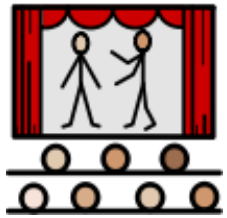
4. Investigate different switches. How could they be used to make an alarm? Choose the switch and alarm you will use.



5. Complete a circuit design for your alarmed vehicle. Create a working circuit for your alarm. Add to a labelled drawing of your vehicle design (plan view).

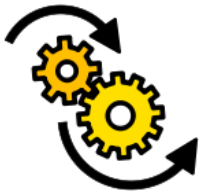
6. Make a step by step plan of how you will make your alarmed vehicle. Include a materials and equipment list.

7. Construct your alarmed vehicle. Test it then evaluate it, how well did it perform?



Big Ideas

Function



Design

Forever Facts

Know that designers make design decisions, taking account of constraints such as time, resources and cost.

Know how to use electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Know why different users have different needs, wants, preferences and values (vehicle owners and alarm systems).

Where will it go?

Showcase

Alarmed vehicle show/exhibition

Writing Opportunity/ies