

Learning Organiser: Textiles Year Five: Money Holders

Vocabulary

stitch
fasten
evaluate
manufacture
innovation
research
purpose
function



What do we know?

- * Know that designers and makers refer to design criteria and use it to evaluate their completed products.
- * Know how to model ideas using prototypes and pattern pieces.
- * Know why it is important to gather information to reach informed conclusions about the needs and wants of individuals and groups and consider the views of others, including intended users, to improve your work.

2. Why do we have money holders? Research the design and production of money holders.

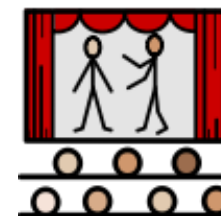
3. Take apart an existing money holder to make a template. Make a paper prototype. Design how it will be decorated.



4. Prepare fabric for use. Cut to size. Test different stitches (e.g. running/blanket/cross stitch) and make a final choice.

5. Research possible fasteners (zip, button, poppers). Choose which will fasten your money holder.

6. Pin parts then sew parts securely. Add chosen fastener. Decorate with chosen techniques and materials (buttons, sequins, embroidery, applique).



Forever Facts

★ 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.

Big Ideas



Writing Opportunity/ies

Where will it go?

Showcase
Gifts for purchase at the Christmas Fayre

Learning Organiser: Cooking

Year Five



Vocabulary

savoury
appropriate
critique
critical
evaluate
spice
typical



What do we know?

- * Know why chefs choose equipment and ingredients according to how useful they are and what they look like (functional and aesthetic properties)
- * Know that restaurants gather information about the needs and wants of their customers and consider their views to improve their menus and service.
- * Know how to apply a range of finishing techniques with some accuracy



2. Recap all the dishes you have prepared in school since you started. Which are sweet, which are savoury? What do you make at home?

3. What did the Maya eat? [What foods did the Maya eat? - BBC Bitesize](#)
Critique research using surveys, interviews, questionnaires and web-based sources.

4. Make a Mayan menu: What can you make using typical Mayan crops (tortillas, sweetcorn, squash, tomatoes, avocados, beans)? Produce appropriate lists of tools, equipment and materials needed.

5. Cook sweetcorn cobs, roast squash and make refried beans. How do they taste? Introduce spices such as paprika - how does this change the flavour. Design and make your own dips (salsa, guacamole), taste with chips and wraps.

6. Make fajitas with Mel for school dinners. Prepare meat and vegetarian options. What flavours will you choose to serve?

Forever Facts

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.

Big Ideas

Function

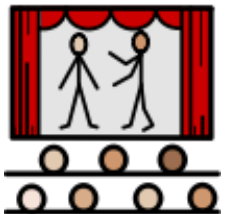


Texture



Writing Opportunity/ies

Surveys, menus, reviews



Where will it go?

Showcase

School Dinners: Fajitas

Class restaurant: Dips

Learning Organiser: 3D Products Year Five



Vocabulary
 cross-section
 exploded diagram
 quality
 generate
 innovative
 critically evaluate
 fitness for purpose



What do we know?

- * Know why construction materials are selected according to their functional properties and aesthetic qualities.
- * Know how to apply a range of finishing techniques with some accuracy.
- * Know that more complex structures are reinforced to ensure strength and stability.



2. What do we know about structures?

3. In your sketchbook collect research about how structures are built including some examples of key landmarks from around the world such as 'The Seven Wonders of the World'. Include cross-sectional drawings.

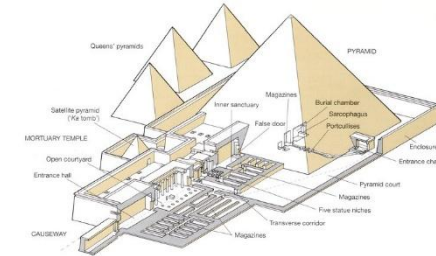
4. How did the Egyptians build their pyramids? Make a powerpoint with a partner to explain how the Egyptian pyramids were constructed.



5. How can we make an accurate and detailed model of an Egyptian pyramid? What materials can we use?

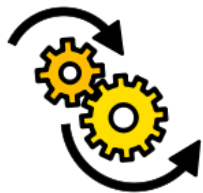
6. Use computer aided design to make an exploded diagram of the model of a pyramid you will build.

7. Construct your pyramid.



Big Ideas

Function



Design



Forever Facts

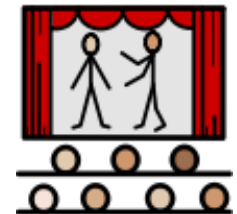


Know that designers use annotated sketches, cross-sectional drawings, exploded diagrams and CAD to develop and communicate ideas.

Know how to generate innovative ideas, drawing on research.

Know why designers critically evaluate the quality of the design, manufacture and fitness for purpose of products.

Writing Opportunity/ies



Where will it go?

Showcase

Egyptian pyramid presentation/exhibition