

Year Group:

Subject: D & T

Term:

Week #	Objectives	Activities	Differentiation	Assessment	Resources
1	To understand how the characteristics of a product relate to usage	(30 mins) Slipper evaluation sheet focusing on intended user, comfort appearance, materials used etc.	By outcome Extension activity on sheet for m/a: looking in detail at one slipper	Can the child explain the link between the intended user and the other factors	Slippers Slipper evaluation sheet
2	To understand how a pattern is made	(2 sessions of 30 mins) 1) whole class demo: disassemble a moccasin slipper into different parts. 2) show how to make a pattern using seam allowances and other skills identified in SOW (attached)	By outcome Support for l/a on practicing pattern making.		Slipper to disassemble (1 per class or group) Needles, squared paper etc.)
3	Design a pair of slippers	(2 sessions: 1 30 mins 2 45 mins) Carry out initial sketches Make a more detailed plan of your slippers, including flow chart to demonstrate order of working	Support for those who are finding the task difficult. Scribing for those who find writing hard		Slipper initial plans sheet Slipper plan sheet
4	Make slipper	2 hours over the week children work in pairs to make their design; making pattern, sewing, cutting fabric	Support for those finding the task difficult; work in a small group with T/A or parent helper		
5		2 hours over the week	Support for those finding the task difficult; work in a small group with T/A or parent helper		
6		2 hours over the week remind the children about the importance of a good quality finish	Support for those finding the task difficult; work in a small group with T/A or parent helper		
7	Evaluate slipper product	Finish slippers (1 hour) Take digital camera photograph of the finished product and print as a record. Evaluate slippers (45 minutes)	Support for those finding the task difficult; work in a small group with T/A or parent helper	Can the child Evaluate the slipper against original criteria	

Slippers!

Look at the slippers you have been given by your teacher and fill in the sheet to evaluate them.

Slipper	Intended User	Materials used	Why have these been used?	Comfort	Safety	Other information
1						
2						
3						
4						
5						

On the back of the sheet choose one of the slippers: Draw a picture and write what you think are the five most important points in the designers mind when he or she designed the slippers.

Names:

Slipper Design

Work with your design partner to fill in this design brief for your slippers which you will be making.

Who are the slippers going to be for?

Answer the following questions; thinking about your user:

How important is safety	very/ not that much / not at all
How important is comfort	very/ not that much / not at all
How important is appearance	very/ not that much / not at all
How important is warmth	very/ not that much / not at all

Now work to draw some slippers you think your user would like

Remember: Think about what your user thinks is important
You are going to have to make these slippers in 6 hours so make sure your plan is realistic

Use the back of your sheet if you need to

Names:

Detailed Plan of your slippers:

Make a detailed drawing of your slippers that will help you to make them.

You need to include information about

- Fabrics you will use
- Colours
- Measurements
- Finishing touches

Use the back of your sheet if necessary

Names:

Slipper Flow Chart

Draw a flow chart to plan the order of your work.

Include information on

- What equipment you will use
- Which techniques you will use
- The amount of time you think each part will take
- Finishing touches

Slipper Diary

Use this Diary to record how your slippers progress!

Date

Plan for today:

What have you achieved?

Did you have to adapt your plans at all?
How and why?

What are your plans for next time?

Date

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Did you have to adapt your plans at all?
How and why?

What are your plans for next time?

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