

Y6 Slippers	
Links made with other subjects	Maths – Geometry/measurement
The BIG Question	Can you make a pair of slippers?
The BIG Outcome	To make a pair of slippers using a range of stitches (running, over, back, whip, straight, basting, hem stitches)
DT objectives (link to NC)	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<ul style="list-style-type: none"> drawn around a template joined sheet materials using glue discussed ideas with others drawn products joined fabrics in simple ways by gluing and stitching used simple patterns/templates for measuring and marking out evaluated products stitched and joined textiles written simple specifications planned their work in a step-by-step approach <p>This unit builds on:</p> <p>Year 1 – Textiles – kites</p> <p>Year 2 – Textiles – puppets</p> <p>Year 3 – Textiles - bookmarks</p> <p>Year 4 – Textiles – pencil case</p> <p>Year 5 – Textiles – drawstring bag</p>
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: KS3 Curriculum
DT strands	Design

DT Scheme of Work

	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Vocabulary/ Glossary	specification, flow chart, mock-up, accurate, users, fabric swatches, working, drawing, pattern/template, working properties, seam, seam allowance, insulation, sole, upper, inner, reinforce, right side/wrong side, stitch, stitching, tacking, wadding, hem
Knowledge (see italics for knowledge to remember) Numbers used are the LO for the lesson.	<p>The knowledge that children will learn and remember:</p> <p><i>1. Investigate and analyse a range of existing products.</i></p> <ul style="list-style-type: none"> Introduce this unit by collecting and displaying slippers. Discuss with the children how they have been constructed; if possible, disassemble a simple slipper eg moccasin. Focus the children's attention on the fabrics and materials used for the soles and the inner and outer layers. Ask them about the touch and appearance of fabrics and how the material suits the purpose. Discuss with the children the suitability of the slippers for different users and their different purposes; including appearance, function, comfort, cost and safety. Distinguish between slippers that are functional and those that are purely decorative. Ask the children to choose a slipper and write down the five most important points in a specification that the designer might have worked to. Ask the children to investigate different materials for warmth, wear and strength relate the way slippers are designed for the intended user and purpose eg animal slippers are more suitable for young people, older people need a non-slip sole for safety, slippers need to be warm identify the different materials that have been used in a slipper and why they have been chosen evaluate slippers considering appearance, function, cost and safety distinguish between functional and decorative products <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <ul style="list-style-type: none"> Explain to the children that they are going to design a pair of slippers or a single prototype slipper. Discuss the purpose. What could you do? What do you need to know? Who could you ask?

DT Scheme of Work

- Ask the children to draw up specifications. Will the slippers be functional, decorative, or both? Who will wear the slippers? What size? Will they be suitable? Will they be warm? What is most important?
- Ask the children to sketch or model ideas using paper and tape or inexpensive material and pins/staples.
- Ask the children to make a working drawing and pattern of the chosen idea, including measurements and fabric swatches. Remind the children to think about touch, feel and insulating properties when they are choosing the fabric. What materials would work well? How will you decorate it? How much do you need? How will you make this?
- Ask the children to write a step-by-step plan or draw a flow chart to demonstrate the order in which they will proceed.
- Emphasise that the slippers need to have a good quality finish.
- Check that the children's final idea and construction is realistic before they begin.
- Remind the children about economical use of fabric.

(develop alternative ideas and check out that their ideas will work by modelling with paper • demonstrate a clear idea of who will use the slipper and show the ability to draw up an appropriate design specification • make a working drawing • work independently and systematically using their step-by-step plan eg a flow chart to sequence their work • join the fabric parts and use decorative techniques to achieve a well constructed and finished slipper • evaluate their slippers critically against the design specification)

3. Use a range of tools and equipment to perform practical tasks accurately.

- Provide children with a range of sewing materials -
- Needles, thread, pins, scrap material, buttons, scissors,
- Pencils
- Look at and discuss a number of sewing stitches and

decorative techniques which children should attempt on their square of material.

- Adult to demonstrate how to do some of the stitches.
- Children to practise key skills, thread a needle, tie a knot, basting stitch, whip stitch, straight stitch, hem, back stitch.

4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.

5. Use simple finishing techniques suitable for the product they are creating.

- At this point, children will have a template of their slippers. Children to cut around the template and begin piecing their fabric together using their chosen stitch.
- Children to follow a step-by-step plan and follow a flow chart to demonstrate the order in which they will proceed
- Remind children to use the material back to front so the seam cannot be seen from the outside.
- Emphasise that the slippers need to have a good quality finish.
- Check that the children's final idea and construction is realistic before they begin.
- Remind the children about economical use of fabric.

6. Know and explain how to create a pair of slippers (children to think and talk through how their product is used and what holds it together.)

- To be able to discuss and explain their design process of how they created their slippers.

DT Scheme of Work

	<p><i>7. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</i></p> <ul style="list-style-type: none"> • Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. • Ask children to take out their slippers. Do they do the job intended? • Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. • Ask children to get into partners and discuss: What did you most enjoy about making your bag? What did you find most difficult about making the slippers? What would you do differently if you were going to make your slippers again?
<p>SEND expectations Adult support where possible. Success to be determined by outcome.</p>	<p>The knowledge that children will learn and remember:</p> <p><i>1. Investigate and analyse a range of existing products.</i></p> <ul style="list-style-type: none"> • Introduce this unit by collecting and displaying slippers. Discuss with the children how they have been constructed; if possible, disassemble a simple slipper eg moccasin. • Focus the children's attention on the fabrics and materials used for the soles and the inner and outer layers. Ask them about the touch and appearance of fabrics and how the material suits the purpose. • Discuss with the children the suitability of the slippers for different users and their different purposes; including appearance, function, comfort, cost and safety. Distinguish between slippers that are functional and those that are purely decorative. • Ask the children to choose a slipper and write down the five most important points in a specification that the designer might have worked to. • Ask the children to investigate different materials for warmth, wear and strength • relate the way slippers are designed for the intended user and purpose eg animal slippers are more suitable for young people, older people need a non-slip sole for safety, slippers need to be warm • identify the different materials that have been used in a slipper and why they have been chosen • evaluate slippers considering appearance, function, cost and safety • distinguish between functional and decorative products <p><i>2. Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i></p> <ul style="list-style-type: none"> • Explain to the children that they are going to design a pair of slippers or a single prototype slipper. Discuss the purpose. What could you do? What do you need to know? Who could you ask? • Ask the children to draw up specifications. Will the slippers be functional, decorative, or both? Who will wear the slippers? What size? Will they be suitable? Will they be warm? What is most important? • Ask the children to sketch or model ideas using paper and tape or inexpensive material and pins/staples. • Ask the children to make a working drawing and pattern of the chosen idea, including measurements and fabric swatches. Remind the children to think about touch, feel and insulating properties when they are choosing the fabric. What materials would work well? How will you decorate it? How much do you need? How will you make this? • Ask the children to write a step-by-step plan or draw a flow chart to demonstrate the order in which they will proceed. • Emphasise that the slippers need to have a good quality finish.

DT Scheme of Work

	<ul style="list-style-type: none"> • Check that the children's final idea and construction is realistic before they begin. • Remind the children about economical use of fabric. <p>(develop alternative ideas and check out that their ideas will work by modelling with paper • demonstrate a clear idea of who will use the slipper and show the ability to draw up an appropriate design specification • make a working drawing • work independently and systematically using their step-by-step plan eg a flow chart to sequence their work • join the fabric parts and use decorative techniques to achieve a well constructed and finished slipper • evaluate their slippers critically against the design specification)</p> <p><i>3. Use a range of tools and equipment to perform practical tasks accurately.</i></p> <ul style="list-style-type: none"> • Provide children with a range of sewing materials - • Needles, thread, pins, scrap material, buttons, scissors, • Pencils • Look at and discuss a number of sewing stitches and decorative techniques which children should attempt on their square of material. • Adult to demonstrate how to do some of the stitches. • Children to practise key skills, thread a needle, tie a knot, basting stitch, whip stitch, straight stitch, hem, back stitch. <p><i>4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.</i></p> <p><i>5. Use simple finishing techniques suitable for the product they are creating.</i></p> <ul style="list-style-type: none"> • At this point, children will have a template of their slippers. Children to cut around the template and begin piecing their fabric together using their chosen stitch. • Children to follow a step-by-step plan and follow a flow chart to demonstrate the order in which they will proceed • Remind children to use the material back to front so the seam cannot be seen from the outside. • Emphasise that the slippers need to have a good quality finish. • Check that the children's final idea and construction is realistic before they begin. • Remind the children about economical use of fabric. <p><i>6. Know and explain how to create a pair of slippers (children to think and talk through how their product is used and what holds it together.)</i></p> <ul style="list-style-type: none"> • To be able to discuss and explain their design process of how they created their slippers. <p><i>7. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</i></p> <ul style="list-style-type: none"> • Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. • Ask children to take out their slippers. Do they do the job intended? • Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. • Ask children to get into partners and discuss: What did you most enjoy about making your bag? What did you find most difficult about making the slippers? What would you do differently if you were going to make your slippers again?
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DT Scheme of Work

Resources	<ul style="list-style-type: none"> • A collection of slippers or pictures of slippers for different people, from different cultures and for different purposes • Selection of fabrics and materials eg felt, dipryl (used for making disposable clothes), baize, hessian, calico, corduroy, wadding, bubble wrap, foam • Fabric paints, sequins, embroidery threads • Needles, pins, threads, fabric scissors, paper/grid paper
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