Year : 5	Term : 3	Topic : Oven Gloves	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (opportunities)
Investigate, Disassembly and Evaluate Activities (IDEAs)			
Children will learn: • that products are designed for a particular purpose and are suitable for different users • that a designer needs to consider appearance, function, cost and safety when designing products • that many different materials can be used to make a product *eg an oven glove;* some to insulate, some to provide a hard-wearing surface and some for appearance **(Progression in Design Skills R5)** **(Progression in Design Skills E2)**	• Introduce this unit by collecting and displaying 0ven gloves. Discuss with the children how they have been constructed; if possible, disassemble a simple oven glove . • Focus the children's attention on the fabrics and materials used for 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 oven glove for different users and their purpose; including appearance, function, comfort, cost and safety. Distinguish between oven gloves that are *functional* and those that are *decorative.* • Ask the children to choose an oven glove 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 heat resistance, wear and strength • Collect the views of users and present results in appropriate form.	• collection of oven gloves • selection of fabrics and materials *eg felt, dipryl (used for making disposable clothes), baize, hessian, calico, corduroy, wadding, bubble wrap, foam,wadding*	• relate the way oven gloves are designed for the intended user and purpose *eg functional oven gloves are more suitable for chefs, decorative gloves for the home* • evaluate different types of oven gloves considering appearance, function, cost and safety • distinguish between functional and decorative • identify the different materials that have been used in an oven glove and why they have been chosen
Focused Practical Tasks (FPTs)			
Children will learn: • that pattern/templates can be used many times and this ensures consistency in size (quality control) • how to pin, sew and stitch materials together to create a product • that ideas for products can be developed by	• Show how a pattern is made allowing for seam allowances of 1–1.5cm (plain paper or grid paper can be used). Try making a pattern for their own oven glove (using their own hand as a guide) or for someone in their family. • Show how to pin the pattern onto the fabric allowing minimal wastage. Try fitting a number of pattern pieces on the smallest amount of fabric *eg by nesting, lay planning. A simple graphics package could be used for this exercise* • Demonstrate how to stitch right sides together, to snip curved edges, to tack wadding to fabric	• selection of fabrics and materials *eg felt, dipryl (used for making disposable clothes), baize, hessian, calico, corduroy, wadding, bubble wrap, foam* • fabric paints, embroidery threads • needles, pins, threads, fabric scissors, paper/grid	• understand that a pattern/template must be used to make oven gloves • use a variety of sewing and decorating techniques and choose appropriate techniques for making oven gloves use a sewing machine to join or decorate the product (if available)

modelling with paper or scrap materials **(Progression in design skills M1)** • to use a sewing machine (if available)	• Show the children different techniques for adding colour, pattern and texture to the fabric *eg embroidery, simple appliqué, use of fabric paints.* • Demonstrate how to use a sewing machine, if available. Encourage the children to practise on simple shapes first.	paper • **sewing machine (if available and if it can be safely managed)** • A computerised embroidery machine could be on loan from the local secondary school	Ask the local secondary school for help/advice.
Design and Make Assignment (DMA)			
Children will learn: • to develop a design specification • to communicate their ideas through drawings and modelling **(Progression in design skills DR 1 ,2&4)** • how to plan the order of their work, choosing appropriate materials, tools and techniques **(Progression in design skills P 1)** • to construct products using permanent joining techniques • how to achieve a quality product • to evaluate products identifying strengths and areas for development and carrying out appropriate tests **(Progression in design skills E 1,2)**	• Explain to the children that they are going to design an oven glove. 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 oven glove be functional, decorative, or both? Who will use the oven glove? What size? Will it be suitable? Will it be heat resistant? Is it decorative? 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 oven glove needs 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. • Ask the children to evaluate the oven glove against the design specification (this may include asking the potential user to test them). *What do the users think of the oven gloves? Do they meet their needs well? How could they be made better? What would you change? What are you pleased with?*	• selection of fabrics and materials *eg felt, dipryl (used for making disposable clothes), baize, hessian, calico, corduroy, wadding, bubble wrap, foam* • fabric paints, embroidery threads • needles, pins, threads, fabric scissors, paper/grid paper **sewing machine (if available and if it can be safely managed)**	• apply what they have learnt through IDEAs/FPTs in their designing and making • develop alternative ideas and check out that their ideas will work by modelling with paper • demonstrate a clear idea of who will use the oven glove 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 oven glove • objective evaluation using original design specifications.