

5-7 Years

Home Learning Activity Pack

Smart clothes

Objectives

- To make simple inferences from a book that has been read to them
- To design clothes for a given character
- To choose appropriate materials for a given task
- To create clothes using joining techniques

Resources

- *The Smartest Giant in Town* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: The smartest clothes*
- *Resource Sheet 2: Clothing templates*
- *Resource Sheet 3: My own smart giant*
- A range of items of clothing, some formal (e.g. a shirt, tie, dress, shoes, etc.) and some casual (e.g. old t-shirts, shorts, flip flops, etc.)
- Pieces of fabric and/or felt
- Coloured card, paper, tissue paper
- Sequins, buttons, lace, etc.

Smart clothes

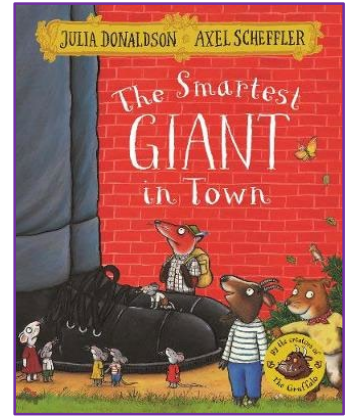
KS1 Lesson plan

Outcomes

- Your child will design a set of clothes for a smart giant
- Your child will create clothes by choosing appropriate materials and joining techniques

Introduction

Show the front cover of the book to your child. Ask them to describe what the word 'smartest' means. Explain that it has two meanings – well-dressed or clever. Which one do you think this giant might be? Do they think he is going to be friendly or unfriendly? Encourage your child to look at the animals on the front cover to give them a clue.



Read *The Smartest Giant in Town* to your child and encourage them to join in with the repeated refrains. After reading, discuss with your child whether they were right about the giant – was he friendly or unfriendly? Which meaning of 'smartest' did Julia Donaldson use for George? How do we know?

Show your child the different items of clothing that you have gathered and invite them to sort them into 'smart' and 'not smart' piles.

Main task

Ask your child if they can think of any items of clothing that would be good for a smart giant to wear. Write the clothing words onto a piece of paper as your child suggests them and encourage interesting variations such as waistcoat and bowtie.

Using *Resource Sheet 1: The smartest clothes*, your child can draw some smart clothes for their giant and label them, use the clothing words you have written down previously to help them with their spelling.

When your child has finished their design, they can cut out clothing shapes from *Resource Sheet 2: Clothing templates* – this would be better to be printed onto card if possible, to make the templates more durable. You may need to cut the templates for your child to use if the card is very stiff.

Using these templates, your child can pick different pieces of fabric, paper or card and draw around their template before cutting out and sticking the clothing shapes onto *Resource Sheet 3: My own smart giant*.

Extension

Your child may wish to extend their designs by adding decorations to their clothes, choosing small pieces of felt, buttons, fabric or sequins – whatever craft materials you have available. These can be joined using glue or, with adult support, with simple sewing techniques using a safety needle and thread.

Smart clothes

Resource Sheet 1: The smartest clothes

Draw what a smart giant would wear in each of the boxes.

On their head

On their body

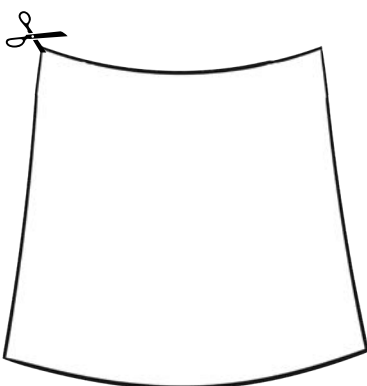
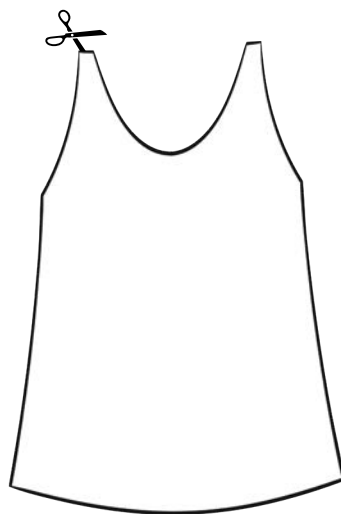
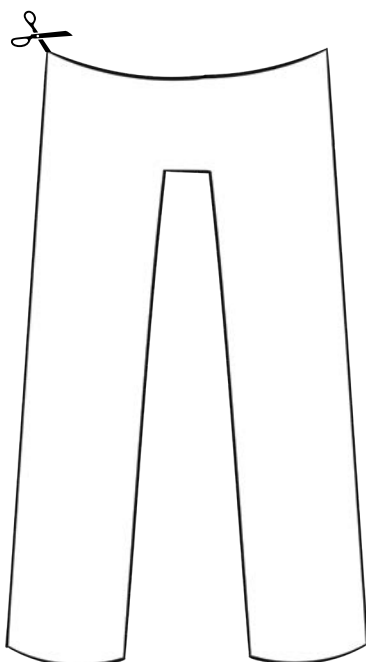
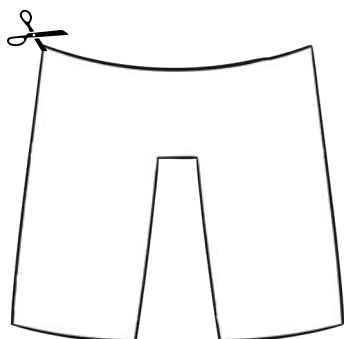
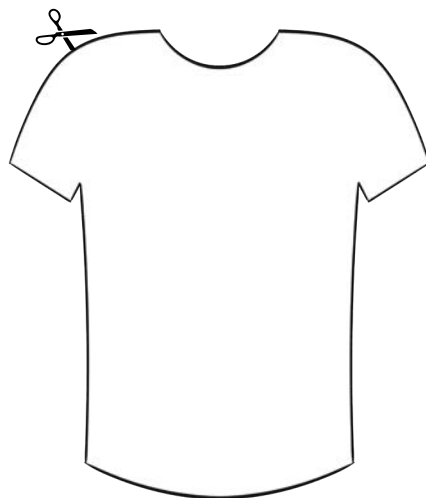
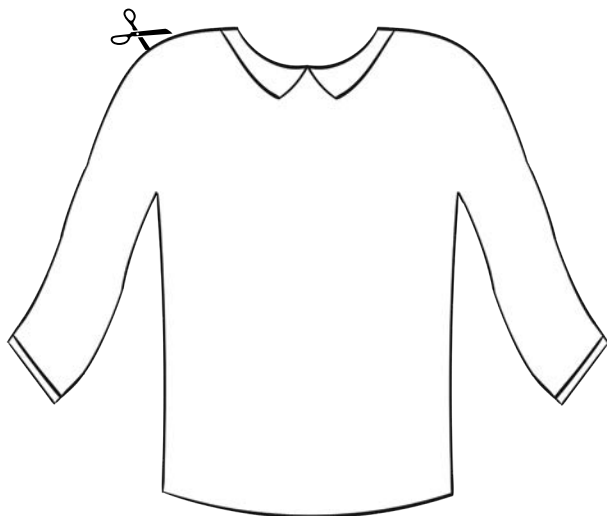
On their legs

On their feet

Smart clothes

Resource Sheet 2: Clothing templates

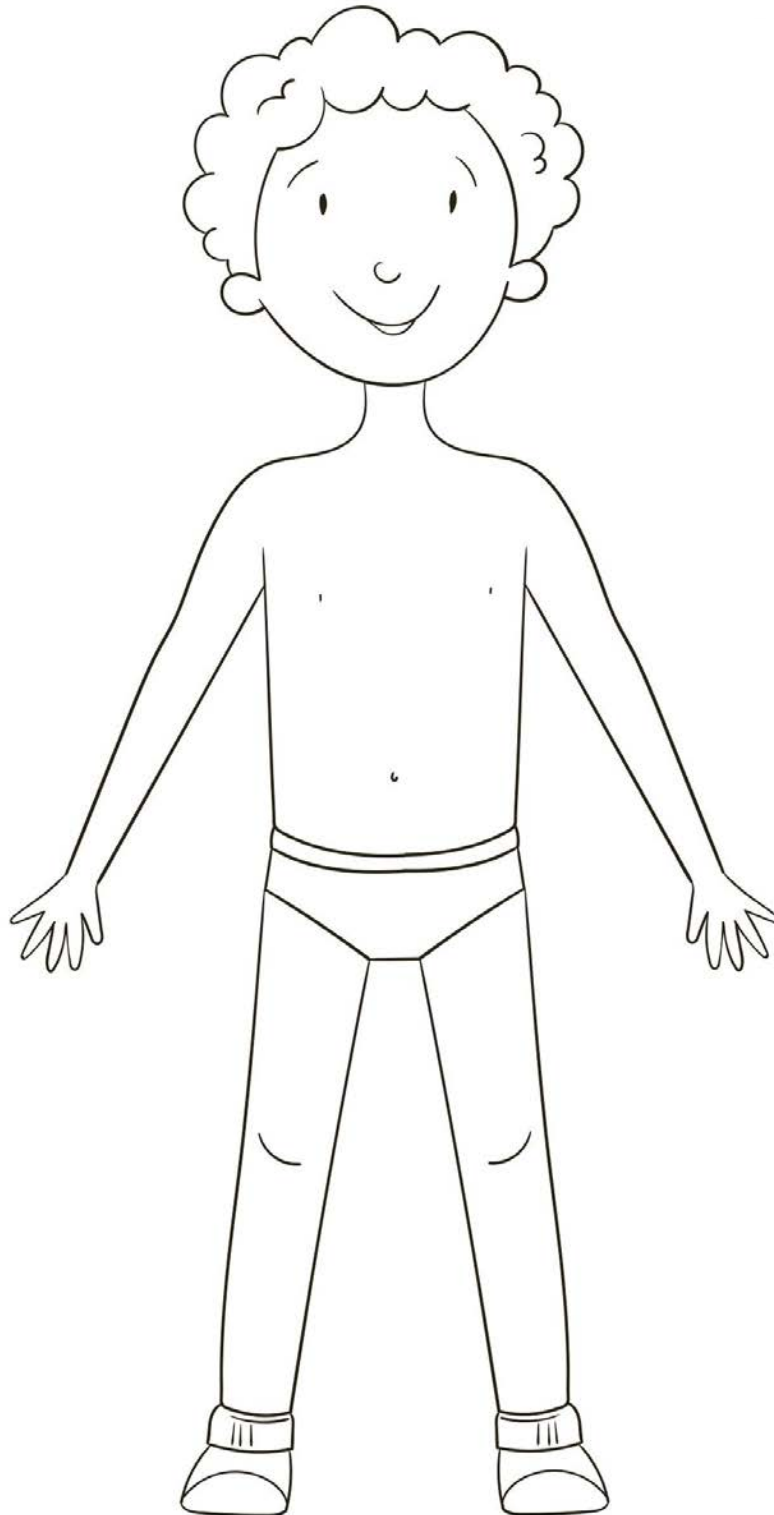
Cut out these templates to make clothing for your own smart giant.



Smart clothes

Resource Sheet 3: My own smart giant

Can you dress this giant to look smart?



Smart clothes

Curriculum links

KS1 English: Pupils should be taught to:

Reading

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - recognising and joining in with predictable phrases
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - making inferences on the basis of what is being said and done
- explain clearly their understanding of what is read to them.

KS1 Art and design: Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

KS1 Design and Technology: Pupils should be taught to:

- select from a range of tools and equipment to perform practical tasks e.g. 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.