

**SHEVINGTON FEDERATION SCHEMES OF WORK
DESIGN TECHNOLOGY**

Children should work in a range of relevant contexts: home, school, leisure, culture, enterprise , local community ,industry and the wider environment.

Y3 Children will learn :	Autumn	Spring	Summer
DESIGN AND MAKE			
To investigate given products that link to the theme and will provide ideas for own designs.			
To disassemble products where appropriate/possible and begin to understand the word analyse (breaking up into small parts.)			
To use own drawings to help understand how products are made.			
To choose appropriate tools and materials independently and start to explain their choices for these.			
Demonstrate an awareness of the need for an order of work.			
To use more challenging construction kits to develop ideas around the theme being studied.			
To discuss in detail their work as it progresses evaluating attheir successes, talking about how it matches to their design plan.			
To decide as a class what a high quality example would look like.			
COOKING AND NUTRITION			
About the need for and purpose of table manners			
To develop a more detailed food vocabulary using a recipe			
To use a can opener under supervision			
To use a non –electric whisk independently			
The technique of spreading with a blunt knife.			
To be able to crack independently eggs into a bowl.			
To be able to stir/ combine independently ingredients together as needed by the recipe.			
To create a healthy savoury packed lunch menu and explain the health issues around such an idea.			
To know the origins of the food they use in their recipes – eggs from chickens as an example.			
To begin to make their own healthy eating choices and know why .			
To follow the instructions of a basic savoury recipe/food preparation with the support of an adult.			
To work safely and hygienically, showing an awareness of the need for such practices.			
Measure and weigh ingredients using standard metric measures.			
TEXTILES			
About the importance of a seam allowance when creating a pattern.			
To become independent with the running stitch and the overstitch.			
To disassemble simple fabric products to help develop their understanding for the need for a pattern.			
To develop understanding of different decoration techniques that can be sewn or glued in place and when to choose each method.			
To cut fabrics with minimum of waste.			
CONSTRUCTION			
To use a glue gun with 1:1 support. (Risk Assessment needed in weekly planning.)			
To investigate how an outer shell or frame is strengthened with			

diagonal struts (small group work.)			
Using a selection of materials chosen by the teacher, how a wide base helps their structure.			
To measure and cut simple materials accurately to 1cm.			
How to practise and experiment with different ideas for a frame or an outer shell structure within a limited range of materials.			
To select the appropriate equipment to form part of a model explaining their reasons.			
SHEET MATERIALS			
To begin to cut slots.			
To understand internal shapes and cut them with support			
To use lolly sticks and card when making linkages and levers.			
To create nets when making a 3D structure to form basis of the shape.			
To cut out patterns to help the making process of the article.			
EVALUATE			
To discuss their designs as they develop.			
To identify the strengths and weaknesses of their designs.			
To discuss their finished product in relation to the successful design criteria.			