

**Shevington Vale Primary Schemes of Work
DESIGN TECHNOLOGY**

Y5 Children will learn :	Level	Autumn	Spring	Summer
DEVELOPING, PLANNING AND COMMUNICATING IDEAS.				
To choose / select arrange of products around a given stimuli that may support their own design ideas.	4			
To disassemble when possible these products and make notes on the parts discovered and any other interesting features.	3			
To make detailed drawings to show understanding of how the disassembled products are made.	4			
To plan an order of work that has a step by step approach	4			
To decide whether to use model kits or recycled materials.				
To produce drawings to formulate design ideas.	4			
To begin to record/explain changes made to the design process in a pair as their work develops with a partner.	4			
To begin to develop a design criteria independently prior to the start of a project to meet the needs of the user.	4			
FOOD				
About the need for and purpose of table manners and comparing to eating habits in another country.				
To select and prepare foods for a particular purpose.	3			
To improve sensory food vocabulary use of synonyms.	3			
To weigh and measure using a range of scales. (eg balance/electronic)	3			
To understand what can happen when inaccurate measuring occurs.				
To begin to understand the need to present food in an attractive way.	3			
To understand the need for a balanced diet (the balance of good health plate) and make appropriate choices.	4			
To use the skills of tearing, pouring, stirring, beating, rolling and peeling independently as the recipe determines.	3			
TEXTILES				
To increase the range of stitches available to use – running – over stitch – backstitch – blanket- cross stitch- whipping stitch – soldier stitch.	3			
To decorate textiles appropriately and often before the pieces are joined together.	3			
To pin and tack pieces together – understanding the purpose of ‘tacking’	3			
To name a range of fabrics and how the properties of different materials suit different purposes.	3			
To modify material eg using fabric paint and the effectiveness of the modification.	3			

CONSTRUCTION				
To use a glue gun under 1:1 supervision. – include risk assessment in weekly planning.	2			
To use a bradawl to mark hole positions.	3			
To use a hand drill to drill tight and loose fit holes under supervision.	3			
To incorporate a motor and a switch into a model	3			
To decide on a method to use to join materials considering the neatness of the finish.	4			
To build a framework from card or wood to hold a mechanism.	4			
To cut paper accurately to 1mm.	3			
SHEET MATERIALS				
To cut slots accurately to a marked line decided by the need.	3			
To confidently join and combine materials for a purpose.	4			
To use temporary, fixed or moving joints and be able to explain how the choice of join meets the need of the design.	4			
To make constant references to initial plans drawn as part of the process.	4			
To assess the risk of be able to use a craft knife with close supervision. 1-1. Risk assessment needed in weekly planning if craft knife to be used in 1-1 situation.	3			
To choose appropriate material independently taking into considerations restraint of resource materials in a school environment.	4			
To explain clearly choices of materials and tools taking into consideration constraints.	4			
EVALUATING				
To begin to use the design criteria and understand its importance during ‘making’.	4			
To explain decisions made regarding materials and methods of construction taking into account the ‘finish of the work’.	4			
To make suggestions as to how evaluating their work as they progress has led to improvements.	3			
To be able to accept that using a success criteria has led to an evaluation of a high quality finished product.	4			