

**SHEVINGTON FEDERATION SCHEMES OF WORK
DESIGN TECHNOLOGY**

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

Y4 Children will learn :	Autumn	Spring	Summer
DESIGN AND MAKE			
About the need for design criteria to help the process.			
To collect similar products around a given stimulus and in keeping with the themes being studied.			
To disassemble products where appropriate/possible understanding the process of analysis (breaking things down into little sections then reassembling.)			
To begin to produce detailed drawings in order to demonstrate own understanding of how products are made.			
To plan an order of work, with support, deciding upon appropriate tools and materials and giving reasons for their choices.			
To use more challenging construction kits for example Knex to develop ideas around the theme being studied.			
That improvement can be made at any stage of the making process.			
To add notes to drawings in order to help with explanations.			
To use a success criteria as decided by the class.			
COOKING AND NUTRITION			
About the need for and purpose of table manners			
To analyse the taste, texture, smell and appearance of a range of foods and express a personal preference.			
To combine a range of ingredients taking into account flavours and textures that complement each other.			
To follow recipe instructions in pairs.			
To knead and roll out dough independently			
To use a table knife for cutting under supervision in preparation for sharper knives. Put risk assessment in weekly planning			
To make healthy eating choices and understand the need for a healthy diet. To keep a food diary for a week.			
To give clear reasons for safe and hygienic practices.			
To measure and weigh ingredients accurately using standard measures.			
TEXTILES			
To begin to use seam allowance when cutting out a pattern.			
To further develop skills of stitching (overstitch, running stitch, back stitch cross stitch)			
To explore fastenings.			
To make and understand the use of a prototype with inexpensive materials.			
To create patterns to use independently.			
To make informed choices of decoration, giving reasons for the choices.			
CONSTRUCTION			
To use a glue gun with 1:1 support. (Risk Assessment needed in weekly planning.)			

To strengthen a shell or frame with diagonal struts independently.			
To support their structures with a wide base, independently selection own materials.			
To measure and cut balsa wood and dowel accurately to 1cm.			
To incorporate a circuit with a bulb or buzzer into a model.			
SHEET MATERIALS			
To cut slots with increasing accuracy.			
To investigate using linkages to make movements larger and varied.			
To investigate pop ups and the techniques used to design and make their own .			
EVALUATE			
To identify the strengths and weaknesses of their designs.			
To consider and explain any improvements they make.			
To discuss how well their finished product meets the design criteria and the users needs.			