



## Corporation Road Community Primary School

### Design & Technology LTP

<b>Design &amp; Technology: Year 3/4B</b>		
<p><b>Vision:</b> Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is split into four strands – Structures, Mechanical Systems, Textiles and Food. At Corporation Road, we would like children to draw on skills from a range of subjects such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Design and Technology education begins well before children begin their formal schooling. Children constantly explore their world through a variety of activities and it is vital for us to continue to extend this. The child's increasing understanding of the process of design and technology should match their intellectual and physical development throughout their primary education.</p>		
<b>Domains:</b>		<b>Key Concepts:</b>
Making, Using and Understanding		Tools, Materials, Health & Safety, Repair & Maintenance, Textiles, Card Making, Joining, Structures, Mechanisms, Preparing & Cooking Food, Nutrition, Origins of Food
Planning, Knowledge and Evaluation		Designing, Working from Plans, Existing Product Evaluation and Evaluation
<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>
<b>Theme: Citizenship</b>		<b>Theme: Gender &amp; Equality</b>
<b>Domains:</b>		<b>Domains:</b>
<ul style="list-style-type: none"> <li>- Making, Using and Understanding</li> <li>- Planning, Knowledge and Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>- Making, Using and Understanding</li> <li>- Planning, Knowledge and Evaluation</li> </ul>
<b>Key Concepts:</b>		<b>Key Concepts:</b>
<ul style="list-style-type: none"> <li>- Tools, Materials, Health &amp; Safety, Repair &amp; Maintenance, Textiles and Joining</li> <li>- Designing, Working from Plans, Existing Product Evaluation and Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>- Tools, Health &amp; Safety, Preparing &amp; Cooking Food, Nutrition and Origins of Food</li> <li>- Designing and Working from Plans</li> </ul>
<b>End Point:</b>		<b>End Point:</b>
<b>Citizenship</b>		<b>Gender &amp; Equality</b>
<p>For children to understand that as citizens, we can use design and technology to help work towards the betterment of the whole community. Children will learn how to take risks, become resourceful, innovative, enterprising and capable citizens. Children will know that, through design and technology, you can meet the needs, wants and values of yourself and others.</p>		<p>For children to have an appreciation and knowledge of the different strands within design and technology therefore understanding that you can contribute using a range of subject knowledge. To understand that irrespective of gender, race, beliefs, culture or religion, you can have an appreciation of and access to design and technology. For children to have the skills and knowledge to have the option of continuing design and technology in higher education and/or through a career.</p>
<p><b>Textiles– Chef hat and apron with Italian colour strips (use when cooking)</b></p>	<p><b>Food – Healthy Pizzas</b></p>	<p><b>Structures – Viking Long Boats</b></p>
		

Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> <li>Select the appropriate tools and explain choices.</li> <li>Plan which materials will be needed for a task and explain why.</li> <li>Try an alternative way of fixing something, if their first attempt isn't successful.</li> <li>Create a simple pattern for a design.</li> <li>Join fabrics using a running stitch.</li> </ul> <ul style="list-style-type: none"> <li>Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.</li> <li>Make realistic plans, identifying processes, equipment and materials needed.</li> <li>Investigate the design features (including identifying components or ingredients) of familiar existing products.</li> <li>Suggest improvements to products made and describe how to implement them (taking the views of others into account).</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the potential of a range of tools and use them with accuracy.</li> <li>Choose from a range of materials showing an understanding of their different characteristics.</li> <li>Follow health and safety rules when working with materials and substances.</li> <li>Describe how a product could be made better, stronger or more sustainable.</li> <li>Use a simple pattern to create a life-sized item of clothing.</li> </ul> <ul style="list-style-type: none"> <li>Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.</li> <li>Make realistic, step by step plans, reflecting on designs as the product develops.</li> <li>Explain how an existing product is useful to the user.</li> <li>Identify what has worked well and what could be improved, evidencing and explaining the results of research.</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate tools and explain choices.</li> <li>Follow health and safety rules for cooking and baking activities.</li> <li>Combine a variety of ingredients using a range of cooking techniques.</li> <li>Describe what a balanced diet is.</li> <li>Describe what a balanced diet is.</li> <li>Identify food which comes from the UK and other countries in the world.</li> </ul> <ul style="list-style-type: none"> <li>Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.</li> <li>Make realistic plans, identifying processes, equipment and materials needed.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the potential of a range of tools and use them with accuracy.</li> <li>Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.</li> <li>Make healthy eating choices and explain why.</li> <li>Make healthy eating choices and explain why.</li> <li>Explain some of the processes that foods go through to preserve/make them more appealing.</li> </ul> <ul style="list-style-type: none"> <li>Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.</li> <li>Make realistic, step by step plans, reflecting on designs as the product develops.</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate tools and explain choices.</li> <li>Plan which materials will be needed for a task and explain why.</li> <li>Try an alternative way of fixing something, if their first attempt isn't successful.</li> <li>Create a shell or frame structure using diagonal struts to strengthen.</li> </ul> <ul style="list-style-type: none"> <li>Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.</li> <li>Make realistic plans, identifying processes, equipment and materials needed.</li> <li>Investigate the design features (including identifying components or ingredients) of familiar existing products.</li> <li>Suggest improvements to products made and describe how to implement them (taking the views of others into account).</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the potential of a range of tools and use them with accuracy.</li> <li>Choose from a range of materials showing an understanding of their different characteristics.</li> <li>Follow health and safety rules when working with materials and substances.</li> <li>Describe how a product could be made better, stronger or more sustainable.</li> <li>Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce.</li> </ul> <ul style="list-style-type: none"> <li>Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.</li> <li>Make realistic, step by step plans, reflecting on designs as the product develops.</li> <li>Identify what has worked well and what could be improved, evidencing and explaining the results of research.</li> </ul>
<p><b>To be covered when making greetings cards and gifts:</b></p> <p>Mechanisms:  Year 3 - Create and use simple gears, pulleys, cams, levers and linkages.  Year 4 - Use pulleys, levers and linkages in their products.</p> <p>Card Making:  Year 3 – Cut slots in card and create nets.  Year 4 – Cut slots in card and create nets.</p>					



# COMMUNITY PRIMARY SCHOOL