Whitefield Primary School – Long Term Curriculum Overview – Key Stage 2

DT – Year 3

All DT should follow 4 stages:

- RESEARCH - artists, designers, make notes, take photos, explore likes, dislikes, (this will inspire own ideas)
- DEVELOP OWN IDEAS – practise skills and own ideas, try things out
- MAKE FINAL IDEA
- EVALUATE – successes? changes ? improvements?

	Autumn 1	Autumn 2 DT	Spring 1	Spring 2	Summer 1 DT	Summer 2 DT
Year 3		*LC – Where Should We Go On The Eurostar?* **Textiles** Design, make and evaluate a purse/wallet for someone to use when on holiday. Use Projects on a page – Y3/4 2D shape to a 3D product **RESEARCH AND KNOWLEDGE** Investigate and research a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. Take photos, annotate and discuss changes that have been made in textile production and products from the past e.g. invention of Velcro and zips			*LC – How Does Apple Become An Apple?* **Food** Design, make and evaluate a bread-based product with a healthy filling for a summer picnic lunch. Use Projects on a page – Y3/4 – Food Healthy and varied diet. **RESEARCH AND KNOWLEDGE** Investigate a range of food products e.g. lunch box contents, school dinners for over a week. Record observations in DT book of research undertaken.	*LC – What Makes The Earth Angry?* **Mechanical Systems** Levers and Linkages Create a moving/pop up information text with a link to LC. (volcanoes) Use Projects on a page – Y3/4 Mechanical systems, Levers and Linkages **RESEARCH AND KNOWLEDGE** Investigate, analyse and evaluate different books and cards which have a lever and linkage mechanism. Develop understanding through questions: Who is the product for? What is its purpose? How do you make it move? Which part(s) moved?

		Children need to disassemble where possible textile products to learn about shape, patterns and seam allowances Questions to use: • What is its purpose? • What are the properties of the fabric? • Why has this fabric been chosen? • How is it joined? • Are the fastenings effective? • How has it been decorated? • What would the 2D pattern look like? • What are its measurements? • How might you change this product? Record responses in DT sketchbook. **DEVELOP OWN IDEAS** Practise skills and try out own ideas. Demonstrate range of stitching techniques and practise sewing 2 pieces of fabric together. Demonstrate the use of and need for seam allowances. Using a textile product that has been disassembled create a paper pattern using 2D shapes.			Visit ASDA or invite in to discuss food products. Study the eatwell plate and link observations of research to this. Questions: What ingredients were in the food eaten over the week? Which food groups do they belong to? What substances are used in the products? Do they contain nutrients, vitamins, fibre etc? Food tasting of different wraps, sandwiches, rolls, pitta pockets etc Record observations in a table in DT book. Use appropriate vocabulary to describe the taste, smell, texture and appearance. Discuss how senses	Explain how you think the mechanism works What materials have been used? Is it effective? Why? Could any other part move? **DEVELOP OWN IDEAS** Practise skills and try out own ideas. Show class lever and linkage mechanisms that have been prepared as a teaching aid. (see examples on Projects on a Page) Demonstrate which part is the lever and which is the linkage. Show which part is the input of the system and which the output is. Identify fixed and loose pivots in the system. Emphasise the importance of accurate measuring, marking out, cutting, joining and finishing techniques. Children should practise replicating the teaching aids and make examples of lever and linkage systems. Record skills practise through annotated diagrams, photos, pupil voice, videos on Seesaw and in DT book.

		Using a range of fabrics consider suitability for purpose and test out different decorative finishing techniques: <u>applique</u> (applied- method of stitching/gluing patches onto fabric for decoration) <u>embroidery</u>, <u>fabric paints/pens</u>, <u>printing</u> Questions to think about: • Which joining technique makes the strongest seam? • Which stitch is the most appropriate? • Can the fabric be stiffened? • Which is the best fastening? • Which decorative technique is most appropriate? **<u>MAKE FINAL IDEA</u>** Create a design brief identifying the intended user and purpose of the product – a purse/wallet for a person to use on holiday. Sketch and annotate ideas. Make a prototype of their chosen idea. Assemble their product using research, knowledge and skills practised. Think about the quality and what it looks like as the product is			affect food liking. Research where ingredients are grown and harvested, reared, caught and processed. Look at products and identify where they are from. Use a map to locate countries for different products. Where do different meat, fish, eggs, cheese come from? How and why are they processed? **<u>DEVELOP OWN IDEAS</u>** Practise skills and try things out. Use different utensils and techniques to prepare ingredients hygienically. Record rules/ draw/ photograph how to work hygienically Practise different cutting techniques like the bridge and claw. Practise grating, peeling, chopping, slicing, mixing,	**<u>MAKE FINAL IDEA</u>** Create a design brief identifying the intended user and purpose of the product – Create a moving/pop up information text with a link to LC. (volcanoes) to put on display for children to read. Sketch and annotate ideas. Make a prototype of their chosen idea. Assemble their product using research, knowledge and skills practised. Evaluate throughout and when finished, the product should be tested by the intended user to see if it is fit for its purpose. Identify possible improvements or what is good about the product. Listen to the views of others. Record evaluations using technical vocabulary relevant to the project.

		designed. **EVALUATE** Continue to evaluate as the process of making is happening. Check against the design brief to ensure the product matches it. When completed, the finished product should be tested by the intended user to see if it is fit for its purpose. Identify possible improvements or what is good about the product. Listen to the views of others.			spreading, kneading and baking. Practise these techniques using an existing recipe Record in DT book and on Seesaw throughout using appropriate technical vocabulary. **MAKE FINAL IDEA** Design and make a healthy bread-based product with a filling for a summer picnic lunch. Think bout what it would need to contain to make it part of a balanced diet, how can it be made appealing? List utensils and ingredients needed to make the product before commencing. Will any ingredients need cooking? e.g. eggs Assemble the product and create it using skills practised against the design criteria. **EVALUATE**	

					Evaluate finished product and explain what went well and why. Did any part of the design process have to change? Why? Could anything be improved? What might you change if you were to do this again? What did others think of the finished product? How do others' opinions affect your design approach?	