



| Sequence of learning for DT YEAR 3 Summer | | Night light/Lantern | | |
|---|---|--|--|--|
| week | Objective | activities | Resources | Evaluation/retrieval |
| 1 | LO Research | <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Ask questions about lanterns and night lights? What is the difference? How do they differ? What is the same about them? When might you use a night light? Are lights used in festivals?</p> |  | <p><i>Vocab:</i> <i>Lights, lantern, night</i></p> |
| 2 | LO Design | <p>Explore, develop and communicate design proposals. What patterns will go on your design? What materials will you need?</p> | Topic books | |
| 3 | LO Make Use robotics within your product | <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p> | <p>You will need:</p> <ul style="list-style-type: none"> • Tracing paper • A4 coloured card • Felt-tipped pens • LED tealights • 20 lolly sticks • Scissors • White glue (such as PVA) • Optional: a hot glue gun  | <p>Can children recall?</p> <p>Recap vocab – as a cloze procedure?</p> |
| 4 | LO Evaluate | <p>Does your light/lantern work? What could you improve?</p> | Lanterns/night lights for display | <p>a retrieval example for the end of the unit as cloze procedure:</p> |

NB these sessions can be combined to work throughout an afternoon or spread out as a sequence of work