

Year Group	3
Term	Spring
Subject	D&T

Topic	Let's go fly a kite
Curriculum Intent	For children to explain the importance of individuals impact and to design, make and evaluate their own kite.

Key Vocabulary	parts, function, bridle, line, tow point, keel, sail, spars, tail, kite, shape, delta, diamond, rokkaku, sled design criteria, prioritise, decoration, shape, materials structure, frame, strength, stiffen test, evaluate.
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skills	The children describe the purpose of their product and make decisions about resources that are available. The children can select tools and equipment suitable for the task and use them accurately and safely. They can order the main stages of making.
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Knowledge	• Explain how a small event led to a larger significant event in Design and Technology which helped shape the world. • Use research to create ideas and refine them to develop design criteria. • Build and join strong frame structures and stiffen materials. • Apply their understanding of where and how kites need stiffening.
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Week	Learning Objective	Activities	Differentiation	Outcome
1	I can communicate my existing understanding about kites	Look at Niagara Falls bridge and how it was built with the help of a kite. Discuss current ideas and understanding linked to kites and record these on the sheet provided.	Support as needed Extend through discussion and questioning	To share existing and understanding and understand the importance and impact of Homan Walsh linked to Niagara Falls Bridge.
2	I can name and explain the function of the different parts of a kite.	Recap children's understanding of kites from last lesson. Use ppts and real kites, to look at a kite and point to the bridle, line, tow point, keel, sail, spars and tail. Main activity to complete sheet looking at what would happen if certain parts of the kite was missing.	Differentiated sheets.	To name different parts of a kite.
3	I can investigate kite shapes and use different materials.	Explain how a kite flies and how their shapes and size can vary but all need a large area called the body. Carousel of activities as suited to the class: (number 4 is the hardest.) 1. Name the different kites and the strengths of each on the Kite Shapes Activity Sheet. 2. Use the construction kits and the Kite Outline Activity Sheet to make the shapes of the different kites. 3. Look at the Kite Outline Activity Sheet. Select different materials such as newspaper, tissue paper, dustbin liners, plastic bags, wrapping paper and wallpaper to draw and cut out the shapes of the different kites. 4. Follow the instructions on the Making a Delta Kite Activity Sheet to make a simple kite.	Adult support as needed Start of activity 1 for less confident and extend more confident by beginning on a more challenging task (3 or 4)	Children can say which shape was easiest or hardest to make, and which materials were more suitable (easier to work with) than others.
4	I can develop and communicate a design for my kite.	Give context to the kite making project by explaining that the children will be making their kite to celebrate an important sporting event. Explain that design criteria specify what the product must do to be successful. Design criteria are needed to inform the designing and making process. It is important to prioritise the design criteria to help focus on the most important things the product must do to be successful. Explain that today they will develop their own design criteria for a kite. These will be used later in the lesson to inform their designs. Children will need to think of a design for their kite based on their design criteria. Firstly, they need to decide on the shape, materials, decoration (colours) and measurements.	Differentiated design criteria sheets	Children will have a clearly labelled design for their kite.

		- Use activity sheets to recap shapes and have materials available to feel.		
5	I can accurately measure and cut the shape of the body of the kite and join it to the frame structure.	Explain that next they will design and make the frame structure of the kite. Look at and invite children to handle the different materials available to make the frame structure out of such as art straws, plastic straws, bamboo skewers and dowel. What do these materials have in common? Explain the balance between strength and weight that must be considered in every flying thing from a kite to a large airliner. Use the Lesson presentation to explain how to stiffen the kite. Adult to demonstrate how to safely mark and cut dowel using a junior hacksaw and a bench hook. Discuss scissor safety rules. Children will choose the materials they want to use to make the frame structure of their kite. They will then decide where they think their spars need to go and measure and cut the materials to size. Children should demonstrate some degree of accuracy when cutting the spars for their kite. Children will then also consider different methods to join their frame structure.	Adult support as required.	Children will have their kite body and frame made and attached ready to add the bridle and line next lesson.
6	I can evaluate my kite.	Who can explain the job of the bridle and line? Children will decide where they want to put their bridle, if using one, and their line. They will then attach it to the kite using a method of their choice such as using masking tape or tying it to the frame. (The line can then be wound around a stick or a piece of rectangular card to stop it from knotting. Children design, make and attach a tail. Children to test kites and complete evaluations against design criteria.	Adult support as required. Differentiated design criteria to evaluate against.	Children will test their kite, and comment about how successful it was and what they would adapt next time.