

Objectives	Skills. National Curriculum.
Autumn Pizza <i>Making pizzas using seasonal produce</i>	Designing – Understanding contexts, users and purposes • D1 work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • D2 describe the purpose of their products • D3 indicate the design features of their products that will appeal to intended users • D4 explain how particular parts of their products work • D5 gather information about needs and wants of particular individuals and groups • D6 develop their own design criteria and use these to inform their ideas Designing - Generating, developing, modelling and communicating ideas • D7 share and clarify ideas through discussion • D8 model their ideas using prototypes and pattern pieces • D9 use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • D10 use computer-aided design to develop and communicate their ideas • D11 generate realistic ideas, focusing on the needs of the user • D12 make design decisions that take account of the availability of resources Evaluating – Own ideas and products • E1 identify the strengths and areas for development in their ideas and products • E2 consider the views of others, including intended users, to improve their work • E3 refer to their design criteria as they design and make • E4 use their design criteria to evaluate their completed products Evaluating – Existing products Pupils will be taught to investigate and analyse: • E5 how well products have been designed and made • E6 why materials have been chosen • E7 what methods of construction have been used • E8 developed ground-breaking products • E9 how well products work to achieve their purposes • E10 how well products meet user needs and wants • E11 who designed and made the products • E12 where and when products were designed and made • E13 whether products can be recycled or reused • E14 about inventors, designers, engineers, chefs and manufacturers who have
Spring Shelters Focus on WW2 <i>Understanding how to strengthen structures, to produce models.</i>	

Summer <i>Recycling – use of recycled materials to build a bird feeder</i>	Making - Planning • M1 select tools and equipment suitable for the task • M2 explain their choice of tools and equipment in relation to the skills and techniques they will be using • M3 select materials and components suitable for the task • M4 explain their choice of materials and components according to functional properties and aesthetic qualities • M5 order the main stages of making Making – Practical skills and techniques • M6 follow procedures for safety and hygiene • M7 use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components • M8 measure, mark out, cut and shape materials and components with some accuracy • M9 assemble, join and combine materials and components with some accuracy • M10 apply a range of finishing techniques, including those from art and design, with some accuracy Technical knowledge – Making products work • T1 how to use learning from science and maths to help design and make products that work • T2 that materials have both functional properties and aesthetic qualities • T3 that materials can be combined and mixed to create more useful characteristics • T4 that mechanical and electrical systems have an input, process and output • T5 use the correct technical vocabulary for the projects they are undertaking • T6 how mechanical systems such as levers and linkages or pneumatic systems create movement • T7 how simple electrical circuits and components can be used to create functional products • T8 how to program a computer to control their products • T9 how to make strong, stiff shell structures • T10 that a single fabric shape can be used to make a 3D textiles product • T11 that food ingredients can be fresh, pre-cooked and processed Cooking and nutrition – Where food comes from • C1 that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • C2 Cooking and nutrition – Food preparation, cooking and nutrition • C3 how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • C4 how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
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Curriculum Vocabulary. Design and Technology Y3.



	• C5 that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate • C6 that to be active and healthy, food and drink are needed to provide energy for the body
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