

Year group: 3	Subject Area: Design Technology	Unit 1: Textiles	Subject Leader: H Cassidy
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Choose tools and materials and explain why they have chosen them. Measure materials to use in a model or structure. (Y2)	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose. • Generate and communicate their ideas through discussion, annotated sketches and computer-aided design. • Select from and use a range of tools and equipment to perform practical tasks, including cutting, accurately. • Apply their understanding of computing to program their products. 	Know which tools to use for particular tasks and show knowledge of using the tool. Use IT, where appropriate, to add to the quality of the product (Y4)	
Notes	Cross-curricular links	Possible hooks/enrichment activities	
Linked to Oliver and the Seawigs text	English – Oliver and the Seawigs ICT – using a variety of software	Trip to the Beach to collect natural materials.	
Lesson Sequence			
To design a product and make sure that it looks attractive. To select the most appropriate tools and techniques for a given task. To choose a material for both its suitability and its appearance. To choose textiles both for their appearance and also qualities.	To use a simple IT program within the design.	To choose a material for both its suitability and its appearance.	To join textiles of different types in different ways. To work accurately to measure, make cuts and make holes.
Lesson 1 and lesson 2: Explore different examples of a product. Look at the features. Create a plan for the product. Plan the materials and textiles that will be needed for their chosen design. Discuss and write the tools that will be needed, e.g. scissors to cut.	Lesson 3: Create a poster on Word linking to the design the children have planned.	Lesson 4: Children to go to the local beach to collect materials for their design.	Lesson 5 and lesson 6: Create the chosen product, following the plans and joining the materials for the finished product. Add an image of the final product to Sketchbook.
Key Vocabulary			
Plan Design Materials Textiles Equipment Tools Techniques	Software Microsoft Word Save Print	Material Natural objects	Model Materials Textiles Joining Plan Create Make
Key skills throughout unit			
<ul style="list-style-type: none"> • To design and make a product selecting appropriate tools, techniques and materials. 			

- To generate ideas through discussion and creating a plan with annotated sketches.
- To use a simple IT program within the design.

Year group: 3	Subject Area: Design Technology	Unit 2 – Mechanisms Pneumatic Systems	Subject Leader: H Cassidy
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Explain why they have chosen specific textiles. Choose tools and materials and explain why they have been chosen. Evaluate and suggest improvements to their own work (Y2).	<ul style="list-style-type: none"> 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. Generate, develop, model and communicate their ideas. Select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. Evaluate and suggest improvements for design (Y4).	
Notes	Cross-curricular links	Possible hooks/enrichment activities	
<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>			
Lesson Sequence			
To prove that a design meets a set criteria. To use a number of components. To know how to strengthen a product by stiffening a given part or reinforce a part of the structure		To follow a step-by-step plan, choosing the right equipment and materials. To select the most appropriate tools and techniques for a given task.	To explain how to improve a finished model. To know why a model has, or has not, been successful.
Lesson 1: Explore different objects that use air to make them work. Discuss and understand simple pneumatic systems, e.g. using a balloon and syringe.	Lesson 2: Generate ideas about how to use simple pneumatic systems in a moving model, e.g. toy or monster. Think of ways to strengthen the products. Create a plan by drawing and annotating their own designs.	Lesson 3 and Lesson 4: Create the model using the designs and step-by-step plans.	Lesson 5 and Lesson 6: Children to demonstrate their models and evaluate both the process and finished product. Think back to the ways of strengthening the model if necessary.
Key Vocabulary			
Pneumatic system Movement Air Syringe Balloon	Pneumatic system Movement Air Plan Annotate	Pneumatic system Movement Air Plan Instructions	Evaluate Improvements Demonstrate Strengthening Structure

	Strengthening Structure	Tools Materials Equipment	
Key skills throughout unit			
<ul style="list-style-type: none">• To select a range of appropriate tools, equipment and materials and explain why they have been chosen.• To generate ideas through discussion.• To use research and develop design criteria to inform the design.			

Year group: 3	Subject Area: Design Technology	Unit 3 – Food Technology	Subject Leader: H Cassidy
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Weigh ingredients to use in a recipe. Describe the ingredients used when making a dish or cake. Explain what it means to be hygienic (Y2).	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. • Select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing, accurately. 		Know how to be both hygienic and safe when using food. Bring a creative element to the food product being designed (Y4).
Notes	Cross-curricular links		Possible hooks/enrichment activities
	Maths: Geometry – measurement <i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>		
Lesson Sequence			
To understand the principles of a health and varied diet. To talk about which food is healthy and which food is not.	To know when food is ready for harvesting	To plan a predominantly savoury dish.	To prepare and cook a savoury dish. To describe how food ingredients come together To weigh out ingredients and follow a given recipe to create a dish
Lesson 1/2: Explore the principles of a healthy and varied diet. Look at the food groups and nutritional information food has on the body.	Lesson 3: Discuss where our food comes from and how certain foods are made, e.g. crops, wheat used to make bread. Understand how and when certain foods are ready for harvesting, e.g. months/seasons	Lesson 4: Discuss the terms savoury and sweet dishes, look at two different dishes and compare the cooking techniques, e.g. jam/fruit tarts and soup. Plan a recipe, looking at the ingredients and equipment needed.	Lesson 5/6: Recap hygiene and safety when handling, preparing and making food. Measure ingredients accurately and follow the recipe carefully. Add an image of the food to art and DT books.
Key Vocabulary			
Healthy Varied diet Balanced Nutrition Eat well plate Food groups Fruit and vegetables	Farms Farmers Fishing Fields Crops Harvesting Combine harvester	Savoury Sweet Cooking techniques Recipe Plan Ingredients Equipment	Recipe Hygiene Safety Handle Prepare Make Measure

Carbohydrates Protein Dairy Fats/oils	Seasons		Ingredients
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Key skill throughout unit

- To understand the principles of a healthy and varied diet.
- To be able to prepare and cook a recipe using the appropriate tools and techniques.
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.