

	Autumn Term		Spring Term		Summer Term
Area of DT	<i>Food and Nutrition</i> Make a healthy sandwich	<i>Materials and Structure</i> Make sandwich packaging	<i>Food and nutrition</i> Food around the world	<i>Mechanisms</i> Catapult	<i>Materials and Structures</i> Photo Frames
Lessons	Design (Y3) Begin to research others' needs, Show design meets a range of requirements, Describe purpose of product, Follow a given design criteria, Have at least one idea about how to create product, Create a plan which shows order, equipment, and tools, Describe design using an accurately labelled sketch and words, Make design decisions, Explain how product will work, Make a prototype, Begin to use computers to show design			Design (Y4) Use research for design ideas, Show design meets a range of requirements and is fit for purpose, Begin to create own design criteria, Have at least one idea about how to create product and suggest improvements for design, Produce a plan and explain it to others, Say how realistic plan is, Include an annotated sketch, Make and explain design decisions considering availability of resources, Explain how product will work, Make a prototype, Begin to use computers to show design.	
	Make (Y3) Select suitable tools/equipment, explain choices; begin to use them accurately, Select appropriate materials, fit for purpose., Work through plan in order, Consider how good product will be, Begin to measure, mark out, cut and shape materials/components with some accuracy., Begin to assemble, join, and combine materials and components with some accuracy., Begin to apply a range of finishing techniques with some accuracy			Make (Y4) Select suitable tools and equipment, explain choices in relation to required techniques and use accurately, Select appropriate materials, fit for purpose; explain choices., Work through plan in order., Realise if product is going to be good quality, Measure, mark out, cut and shape materials/components with some accuracy., Assemble, join and combine materials and components with some accuracy., Apply a range of finishing techniques with some accuracy	
	Evaluate (Y3) Look at design criteria while designing and making, Use design criteria to evaluate finished product, Say what I would change to make design better, Begin to evaluate existing products, considering how well they have been made, materials, whether they work, how they have been made, fit for purpose., Begin to understand by whom, when and where products were designed, Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products			Evaluate (Y4) Refer to design criteria while designing and making, Use criteria to evaluate product, Begin to explain how I could improve original design, Evaluate existing products, considering how well they've been made, materials, whether they work, how they have been made, fit for purpose., Discuss by whom, when and where products were designed., Research whether products can be recycled or reused., Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products	

<p><i>Technical Knowledge</i></p>	<ul style="list-style-type: none"> • Carefully select ingredients • Use equipment safely • Make product look attractive • Think about how to grow plants to use in cooking • Begin to understand food comes from UK and wider world • Describe how healthy diet= variety/balance of food/drinks • Explain how food and drink are needed for active/healthy bodies. • Prepare and cook some dishes safely and hygienically • Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 	<ul style="list-style-type: none"> • Select appropriate tools / techniques • Alter product after checking, to make it better • Begin to try new/different ideas • Use simple lever and linkages to create movement 	<ul style="list-style-type: none"> • Measure carefully to avoid mistakes • Attempt to make product strong • Continue working on product even if original didn't work • Make a strong, stiff structure
<p><i>Key Vocabulary</i></p>	<p>Adapt, budget, equipment, evaluation, ingredients, method, net, packaging, prototype, quantity, recipe, target audience, target customer, template</p>	<p>Aesthetic, assemble, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure</p>	<p>Aesthetic, frame, structure, function, inspiration, pavilion, reinforce, stable, theme, picture, portrait, landscape</p>
<p><i>Cross-Curricular Links</i></p>	<p>PSHE – Healthy eating</p>	<p>Topic - Romans</p>	<p>Geography – Deforestation</p>
<p><i>Deeper learning</i></p>	<ul style="list-style-type: none"> • Explain what you could change and how it would improve your design? <ul style="list-style-type: none"> • How would you change your design for the 'real world'? <ul style="list-style-type: none"> • How effective at.... Is your...? 		
<p><i>Tools and equipment</i></p>	<p>Craft knife, scissors, glue, tape, bread, ingredients, paper, card</p>	<p>Wood, glue, card, plastic lids, elastic bands, hacksaw, vice</p>	<p>Wood, glue, card, hacksaw, vice, camera, printer</p>