

Design & Technology

Skills and progression Ladders Year 3 - 12 weeks' worth of lessons per term approx.

Learning objectives and skills

Advent Lent Sandwiches **Roman Shields** 1. To learn the history of the sandwich. 8. To identify the importance of hygiene. 1. To look at the history of shields and Working with tools, equipment, materials know the different symbols. and stud affect around the edge. 2. Sandwiches can be part of a healthy diet. and components to make quality products Understand & apply the (incl. food) healthy & varied diet Demonstrate hygienic food preparation and Generate ideas for an item considering its purpose and the user/s. product ldentify a purpose and establish criteria for 3. To learn that food can be divided into different groups. 9. To learn how to use kitchen tools safely. a successful product. Developing, planning and communicating Working with tools, equipment, materials and components to make quality products 2. To design own shield. Begin to generate ideas for an item considering Developing, planning, and communicating (incl. food) Select tools and techniques for making their its purpose and the user/s Make drawings with labels when designing. 4 & 5. To taste a variety of different breads. Work safely and accurately with a range of Plan the order of their work before starting. Working with tools, equipment, materials and simple tools components to make quality products (incl. 3. To research the materials the shields wings etc. food) 10 & 11. To create a healthy sandwich. were made from. Make a small prototype Developing, planning and communicating Select tools and techniques for making their with handle attached. Developing, planning and communicating Demonstrate hygienic food preparation and Begin to generate ideas for an item product considering its purpose and the user/s Explore, develop and communicate design storage Begin to plan the order of their work before proposals by modelling ideas 6. To taste a variety of different fillings. Working with tools, equipment, materials Working with tools, equipment, materials and components to make quality products Evaluating processes and products Begin to disassemble and evaluate familiar and components to make quality products Select tools and techniques for making their (incl. food) Working with tools, equipment, materials and . Select tools and techniques for making their components to make quality products (incl. product 4. To attach a handle at the back of big Work safely and accurately with a range of shield. Demonstrate hygienic food preparation and simple tools Working with tools, equipment, materials Begin to demonstrate hygienic food and components to make quality products storage Select tools and techniques for making their preparation and storage 7. To devise their own sandwich recipe. product product Measure, mark out, cut, score and assemble 12. To evaluate their finished product. Understand & apply the principles of a healthy & varied diet lluating processes and products components with more accuracy segin to evaluate their product against original Work safely and accurately with a range of Developing, planning and communicating design criteria e.g. how well it meets its simple tools Think about their ideas as they make progress ntended purpose and be willing change things if this helps them Begin to generate ideas for an item considering improve their work its purpose and the user/s Begin to identify a purpose and establish criteria 5 & 6. To paint the background colour of for a successful product. Begin to plan the order of their work before shield with 3 layers of paint and PVA glue. background of choice. Working with tools, equipment, materials and Working with tools, equipment, materials Begin to make drawings with labels when and components to make quality products Select tools and techniques for making their Begin to explore, develop and communicate product design proposals by modelling ideas Work safely and accurately with a range of Working with tools, equipment, materials and simple tools Think about their ideas as they make progress components to make quality products (incl. food) and be willing change things if this helps them improve their work their work product

7. To create a 3D affect with rope, centre dome

Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their

Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple

Think about their ideas as they make progress and be willing change things if this helps them improve

8. To add large gold cross and background

Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their

Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple

Think about their ideas as they make progress and be willing change things if this helps them improve

9. To add lightning bolts – zig-zag arrows.

Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their

Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple

Think about their ideas as they make progress and be willing change things if this helps them improve

10. To create the 3D centre point with a

components to make quality products Select tools and techniques for making their

Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple

Think about their ideas as they make progress and be willing change things if this helps them improve

11. To continue to make shield. Add extra detail e.g., 'wreath of victory.'

Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their

Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple

Think about their ideas as they make progress and be willing change things if this helps them improve

Use finishing techniques strengthen and improve the appearance of their product using a range of equipment

12. To evaluate my shield.

Pentecost **Pencil Cases**

1. To investigate a range of pencil cases.

sassemble and evaluate familiar products

2. To learn running stitch. Developing, planning and communicating

Make drawings with labels when designing Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their product

Work safely and accurately with a range of simple

Measure, tape or pin, cut and join fabric with some accuracy

3. To learn backstitch. Developing, planning and communicating ideas

Make drawings with labels when designing Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their product

Work safely and accurately with a range of simple

Measure, tape or pin, cut and join fabric with some accuracy

4. To learn whip stitch. Developing, planning and communicating

Make drawings with labels when designing Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their product

Work safely and accurately with a range of simple tools

Measure, tape or pin, cut and join fabric with some accuracy

5. To investigate openings. Developing, planning and communicating

Make drawings with labels when designing Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their

Work safely and accurately with a range of simple

6. To learn how to sew on a secure fastening. Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their

product Work safely and accurately with a range of simple

7. To investigate how to make their design more attractive.

Developing, planning and communicating ideas Generate ideas for an item considering its purpose and the user/s Identify a purpose and establish criteria for a successful

product.

Explore, develop and communicate design proposals by modelling ideas

8. To design a pencil case.

Developing, planning and communicating ideas Generate ideas for an item considering its purpose and

Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting.

Make drawings with labels when designing

9. To make a pencil case.

Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Measure, tape or pin, cut and join fabric with some accuracy

10. To make a pencil case.

Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Measure, tape or pin, cut and join fabric with some accuracy

11. To make a pencil case.

Working with tools, equipment, materials and components to make quality products

Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy

Work safely and accurately with a range of simple tools Measure, tape or pin, cut and join fabric with some accuracy

Use finishing techniques strengthen and improve the appearance of their product using a range of equipment

12. To evaluate my pencil case.

Evaluating processes and products Evaluate their product against original design criteria e.g. how well it meets its intended purpose

	Evaluating processes an Evaluate their product aga criteria e.g. how well it mee	nst original design		
#BTK and Links with other subjects				
#BtK: Healthy eating #BtK: basic life skills	#BtK: How to treat others	#BtK: learn basic life skills		
Key Vocabulary				
Sandwich bread butter knife chopping board peeler spread edges careful safety hygiene plate	Shields symbols handles Prototype dome studs Wings lightning bolts centre Background foreground wreath Victory	Needle thread sew Stitch scissors whip Back running edges Popper's button felt Sequins zig-zag knot		

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Developing, planning and communicating ideas.	 Generate ideas for an item considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing
Working with tools, equipment, materials and components to make quality products (incl. food)	 Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT
Evaluating processes and products	 Evaluate their product against original design criteria e.g. how well it meets its intended purpose Disassemble and evaluate familiar products