



## Key Learning in Design and Technology: Years 3 and 4

Design	Make	Evaluate	
<ul style="list-style-type: none"> <li>▪ Develop more than one design or adaptation of an initial design.</li> <li>▪ Plan a sequence of actions to make a product.</li> <li>▪ Record the plan by drawing using annotated sketches.</li> <li>▪ Begin to use cross-sectional and exploded diagrams.</li> <li>▪ Use prototypes to develop and share ideas.</li> <li>▪ Think ahead about the order of their work and decide upon tools and materials.</li> <li>▪ Propose realistic suggestions as to how they can achieve their design ideas.</li> <li>▪ Consider aesthetic qualities of materials chosen.</li> <li>▪ Use CAD where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepare pattern pieces as templates for their design.</li> <li>▪ Cut slots.</li> <li>▪ Cut internal shapes.</li> <li>▪ Select from a range of tools for cutting shaping joining and finishing.</li> <li>▪ Use tools with accuracy.</li> <li>▪ Select from techniques for different parts of the process.</li> <li>▪ Select from materials according to their functional properties.</li> <li>▪ Plan the stages of the making process.</li> <li>▪ Use appropriate finishing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate similar products to the one to be made to give starting points for a design.</li> <li>▪ Draw/sketch products to help analyse and understand how products are made.</li> <li>▪ Research needs of user.</li> <li>▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li> <li>▪ Decide which design idea to develop.</li> <li>▪ Consider and explain how the finished product could be improved.</li> <li>▪ Discuss how well the finished product meets the design criteria of the user.</li> <li>▪ Investigate key events and individuals in Design and Technology.</li> </ul>	
Food	Textiles	Structures	Mechanical and Electrical Systems and ICT
<ul style="list-style-type: none"> <li>▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>▪ Follow instructions/recipes.</li> <li>▪ Make healthy eating choices – use the <i>Eatwell plate</i>.</li> <li>▪ Join and combine a range of ingredients.</li> <li>▪ Explore seasonality of vegetables and fruit.</li> <li>▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography.</li> <li>▪ Develop understanding of how meat/fish are reared/caught.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop vocabulary for tools materials and their properties.</li> <li>▪ Understand seam allowance.</li> <li>▪ Join fabrics using running stitch, over sewing, blanket stitch.</li> <li>▪ Prototype a product using J cloths.</li> <li>▪ Use prototype to make pattern.</li> <li>▪ Explore strengthening and stiffening of fabrics.</li> <li>▪ Explore fastenings (inventors?) and recreate some.</li> <li>▪ Sew on buttons and make loops.</li> <li>▪ Use appropriate decoration techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop vocabulary related to the project.</li> <li>▪ Create shell or frame structures.</li> <li>▪ Strengthen frames with diagonal struts.</li> <li>▪ Make structures more stable by giving them a wide base.</li> <li>▪ Measure and mark square section, strip and dowel accurately to 1cm.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop vocabulary related to the project.</li> <li>▪ Use mechanical systems such as gears, pulleys, levers and linkages.</li> <li>▪ Incorporate a circuit into a model.</li> <li>▪ Use electrical systems such as switches bulbs and buzzers.</li> <li>▪ Use ICT to control products.</li> <li>▪ Use lolly sticks/card to make levers and linkages.</li> <li>▪ Use linkages to make movement larger or more varied.</li> </ul>



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