



## KS2 Cycle A (Year 3) Design and Technology Medium Term Plan

	Autumn 1	Spring 1	Summer 1
Topic	<i>The Potteries</i>	<i>The Stone Age</i>	<i>Amazing Africa</i>
Unit of Work	<b>Cooking and Nutrition:</b> Healthy and Varied Diet	<b>Structures:</b> Shell Structures	<b>Mechanical Systems:</b> Levers and Linkages
Vocabulary	name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief, design criteria, innovative, prototype	mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief

<p><b>I will know....</b></p>	<p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>I can carry out sensory evaluations of a variety of ingredients and products and record the evaluations using e.g. tables and simple graphs.</p>	<p>I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</p> <p>I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p> <p>I can order the main stages of making.</p> <p>I can select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>I can explain my choice of materials according to functional properties and aesthetic qualities.</p> <p>I can use finishing techniques suitable for the product I am creating.</p> <p>I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p>	<p>I can generate realistic ideas and my own design criteria through discussion, focusing on the needs of the user.</p> <p>I can use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p>I can order the main stages of making.</p> <p>I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p> <p>I can select from and use finishing techniques suitable for the product I am creating.</p> <p>I can investigate and analyse books and, where available, other products with lever and linkage mechanisms.</p> <p>I can evaluate my own products and ideas against criteria and user needs, as I design and make.</p> <p>I understand and use lever and linkage mechanisms.</p>
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	<p>I can evaluate my ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>I know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>I know and use relevant technical and sensory vocabulary appropriately.</p>	<p>I can test and evaluate my own products against design criteria and the intended user and purpose.</p> <p>I can develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>I can develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>I know and use technical vocabulary relevant to the project.</p>	<p>I can distinguish between fixed and loose pivots.</p> <p>I know and use technical vocabulary relevant to the project.</p>
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