

APS CURRICULUM – DESIGN TECHNOLOGY		YEAR/ TERM: YEAR B, SPRING TERM	
YEAR 3 and 4	Year 3		
National Curriculum Links	Cooking and nutrition	Stiff and flexible sheet materials	Knowledge, skills and understanding breakdown
• Aims: - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users - critique, evaluate and test their ideas and products and the work of others - understand and apply the principles of nutrition and learn how to cook. • generate, develop, model and communicate their ideas through discussion and annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components including ingredients according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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	• Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure their product looks attractive? • Can they describe how their combined ingredients come together? • Can they grow plants such as herbs from seeds with the intention of using them in their product?	• Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials?	• Developing, planning and communicating ideas: - Can they show that their design meets a range of requirements? - Can they put together a step-by-step plan which shows the order and also what equipment or tools they will need? - Can they describe their design using an accurately labelled sketch and words? • Working with tools, equipment, materials and components to make quality products: - Can they use equipment and tools accurately? • Evaluating processes and products: - What did they change which made their design even better?

CORE Learning / Sticky Knowledge	Year 4		
	Cooking and nutrition	Stiff and flexible sheet materials	Knowledge, skills and understanding breakdown
Year 3- Designing: • Prove that a design meets a set criteria • Design a product and make sure that it looks attractive • Choose a material for both its suitability and its appearance Year 3- making: • Follow a step-by-step plan, choosing the right equipment and materials • Select the most appropriate tools and techniques for a given task • Work accurately to measure, make cuts and holes Year 3- evaluating: • Explain how to improve a finished model • Know why a model has or has not been successful Year 3- food technology: • Describe how food ingredients come together • Weigh out ingredients and follow a given recipe to create a dish • Talk about which food is healthy and which food is not • Know when food is ready for harvesting Year 4- designing: • Use ideas from other people when designing • Produce a plan and explain it • Persevere and adapt work when original ideas do not work • Communicate ideas in a range of ways, including sketches and drawings which are annotated Year 4- making: • 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 • Measure accurately Year 4- evaluating: • Evaluate and suggest improvements for design • Evaluate products both for their purpose and appearance • Explain how the original design has been improved • Present a product in an interesting way Year 4- food technology: • Know how to be both hygienic and safe when using food • Bring a creative element to the food product being designed •	• Do they know what to do to be hygienic and safe? • Have they thought what they can do to present their product in an interesting way?	• Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong?	• Developing, planning and communicating ideas: - Can they come up with at least one idea about how to create their product? - Do they take account of the ideas of others when designing? - Can they produce a plan and explain it to others? - Can they suggest some improvements and say what was good and not so good about their original design? • Working with tools, equipment, materials and components to make quality products: - Can they tell if their finished product is going to be good quality? - Are they conscience of the need to produce something that will be liked by others? - Can they show a good level of expertise when using a range of tools and equipment? • Evaluating processes and products: - Have they thought of how they will check if their design is successful? - Can they begin to explain how they can improve their original design?

Community links/visits			- Can they evaluate their product, thinking of both appearance and the way it works?
• Visit to a supermarket • Phunky Foods workshop			
Links to Phunky Foods scheme of work			
• Eatwell: - Understand that the Eatwell plate is a model for healthy eating and represents a balanced diet - Categorising different foods according to their nutritional values - Recognise that some foods can fall into more than one category - Which food to eat more/less of and why this is important - Identifying healthy and unhealthy components of different meals - Food safety and hygiene/kitchen preparation - Evaluation and what we have learnt			
• A healthy lunch: - Matching different food and drink items to different sections of the eatwell plate - Using given foods or meals to discuss alternative and healthier adaptations/choice - Using knowledge of the Eatwell plate to design a healthy lunch that incorporates different food groups (including pricing different elements to begin understanding the cost of ingredients and where they come from) - Food safety and hygiene/kitchen preparation - Phunky Foods workshop - Evaluation and what we have learnt			