

# Sandon Primary Academy – Design Technology

## Year 3

Autumn Term	Spring Term	Summer Term																																				
Where we use a range of tools and equipment to design, make and evaluate our product.																																						
Theme: Textiles: Cushions	Theme: Structures: Constructing a castle	Theme: Food: Eating Seasonally																																				
<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Evaluate existing products and begin to use running stitch</b></p> <ul style="list-style-type: none"> <li>I can examine cushions, identifying their purpose and user</li> <li>I can disassemble a cushion to learn how it is made and evaluate what makes it a successful product</li> <li>I can thread a needle and tie a knot</li> <li>I can practise running stitch focussing on making it neat and even</li> </ul> <p><b>Lesson 2: Design a cushion</b></p> <ul style="list-style-type: none"> <li>I can identify a target audience for my cushion and consider this when designing</li> <li>I can draw and label my cushion design using the correct vocabulary</li> </ul> <p><b>Lesson 3: Applique patch</b></p> <ul style="list-style-type: none"> <li>I can follow a design criteria</li> <li>Using my design, I can cut out my applique patch accurately</li> <li>I can attach my applique patch using running stitch</li> </ul> <p><b>Lesson 4: Assembling a cushion</b></p> <ul style="list-style-type: none"> <li>I can use stitches to join both pieces of fabric (front and back) together using running stitch around the edge</li> <li>I can create a hidden seam</li> <li>I understand why some products are turned inside out after sewing</li> <li>I can add stuffing, sew up any gaps and complete my cushion</li> </ul> <p><b>Lesson 5: Evaluation</b></p> <ul style="list-style-type: none"> <li>I can make any changes to improve the appearance of my product</li> <li>I can evaluate my product against the original design criteria and identify how well it meets its intended purpose</li> </ul>	<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Explore existing castles and identify features</b></p> <ul style="list-style-type: none"> <li>I can explore castles and identify common features using the correct vocabulary</li> <li>I can label features on a 3D image of a castle and discuss definitions/purpose of each</li> <li>I can identify the purpose for a castle (to protect the people inside)</li> </ul> <p><b>Lesson 2: Design and label a castle</b></p> <ul style="list-style-type: none"> <li>I can write a design specification and understand what this means</li> <li>I can draw and label a castle that meets my design specification</li> <li>I can draw 2D shapes and label the 3D shapes that I will use when making my castle</li> <li>I can consider who my castle is for and ensure it is suitable for them</li> </ul> <p><b>Lesson 3: Constructing our castle</b></p> <ul style="list-style-type: none"> <li>I can plan the order in which I will construct my castle</li> <li>I can construct 3D nets</li> <li>I can create a castle base to secure my structures to</li> <li>I can build my castle using a mixture of junk modelling and nets</li> </ul> <p><b>Lesson 4: Completing construction of castle and adding decoration</b></p> <ul style="list-style-type: none"> <li>I can adorn my castle with facades and other decorative features</li> <li>I can refer back to my design specification</li> <li>I can ensure that my final product is suitable for the intended purpose</li> <li>I can make any necessary changes/improvements</li> </ul> <p><b>Lesson 5: Evaluate our structures</b></p> <ul style="list-style-type: none"> <li>I can evaluate my ideas and product against my design criteria</li> <li>I can consider the ideas of others to improve my work</li> <li>I can evaluate my work and the work of others</li> </ul>	<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Understand that climate affects food growth</b></p> <ul style="list-style-type: none"> <li>I can understand that not all fruits and vegetables can be grown in the UK</li> <li>I know that each country has its own climate</li> <li>I understand that these climates enable different fruits and vegetables to grow</li> </ul> <p><b>Lesson 2: Understand seasonality and know where ingredients are grown</b></p> <ul style="list-style-type: none"> <li>I can identify where in the world ingredients are from</li> <li>I can understand that importing food impacts the environment and that we should try and eat seasonal foods grown in the UK.</li> <li>I know that imported food will have travelled from far away.</li> <li>I know that fruit and vegetables grow in certain seasons</li> <li>I can research to find a seasonal dessert recipe</li> </ul> <p><b>Lesson 3: Create a recipe that is healthy and nutritious using seasonal vegetables</b></p> <ul style="list-style-type: none"> <li>I know what foods are currently in season</li> <li>I am aware that each fruit and vegetable gives us nutritional benefits</li> <li>I can design a filo tart using seasonal vegetables</li> <li>I can describe my filo tart and its nutritional benefits</li> </ul> <p><b>Lesson 4: To safely follow a recipe when cooking</b></p> <ul style="list-style-type: none"> <li>I can prepare a kitchen and myself ready to cook</li> <li>I know the basic rules of food contamination</li> <li>I can use, store and clean a knife safely</li> <li>I can follow my recipe to make a tart</li> </ul> <p><b>Lesson 5: Tasting and evaluating</b></p> <ul style="list-style-type: none"> <li>I can taste my tart and discuss with peers</li> <li>I can evaluate my product against the original design criteria</li> </ul>																																				
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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>design sheet</li> <li>Binca fabric</li> <li>scissors</li> <li>needles</li> <li>variety of coloured thread</li> <li>felt in a variety of colours</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>cardboard</li> <li>empty toilet roll/kitchen roll tubes</li> <li>A3 card</li> <li>junk modelling materials</li> <li>3D shapes</li> <li>PVA glue/glue sticks</li> </ul>	<p><b>Resources:</b></p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>plain flour</li> <li>ready rolled puff pastry</li> <li>pesto or tomato paste</li> <li>cheese</li> <li>basil</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>olive oil</li> <li>spatulas</li> <li>baking trays</li> <li>tablespoons</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>plain flour</li> <li>ready rolled puff pastry</li> <li>pesto or tomato paste</li> <li>cheese</li> <li>basil</li> </ul>	<ul style="list-style-type: none"> <li>olive oil</li> <li>spatulas</li> <li>baking trays</li> <li>tablespoons</li> </ul>																																		
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### Cross-Curricular Links:

**Autumn:** N/A

**Spring:** Maths: Draw 2D shapes and make 3D shapes using modelling materials: recognise 3D shapes in different orientations and describe them.

**Summer:** Geography: Physical geography: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Human geography: types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

### Enrichment:

**Autumn:** Parent event 'sewing bee' to support with sewing up and assembling cushion

**Spring:** VR headsets to explore castles

**Summer:** Use of the cookery room

### Key DT Skills which can be revisited throughout other Subject Areas:

Work safely and accurately using a range of simple tools

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

Use a range of equipment including ICT

### Key DT Days:

Parent event in Autumn Term 2 – date tbc

### National Curriculum: By the end of KS2, pupils will be able to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- 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

<ul style="list-style-type: none"><li>• pins</li><li>• buttons</li><li>• cushion stuffing</li></ul>	<ul style="list-style-type: none"><li>• sellotape/masking tape</li><li>• string</li><li>• paper and nets</li></ul>	<ul style="list-style-type: none"><li>• 3 x vegetables of children's choice</li><li>• butter knives</li><li>• oven</li><li>• peelers</li></ul>
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