




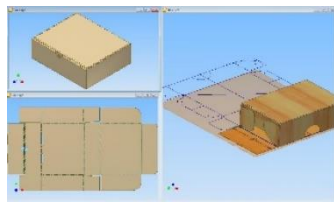





Y3 Design and Technology	TERM 1A		TERM 1B		TERM 2		TERM 3A		TERM 3B	
	TEXTILES						STRUCTURES (including computer-aided design)		Food, healthy snacks	
	DT WEEK—APRONS									
	<p><b>Key knowledge</b></p> <p>To know aprons are useful to protect our clothing and can be personalised.</p> <p>To know aprons help to organise things.</p> <p>To know aprons must be attractive and comfortable to wear.</p> <p>To know the key parts of the design process (design, make, evaluate).</p>  	<p><b>Key skills</b></p> <p>To be able to use running stitch to sew on a variety of decorations.</p> <p>To be able to thread a needle using a threader.</p> <p>To be able to sew on a button.</p> <p>To be able to cut lettering out of fabric using scissors.</p> <p>To be able to write a short evaluation commenting on more than one aspect of the design criteria.</p>  					<p><b>Key knowledge</b></p> <p>To know computers can be used to design a product with software.</p> <p>To know 2D (two-dimensional) shapes are flat, while 3D (three-dimensional) shapes are solid objects with length, breadth and depth.</p> <p>To know containers need a lid and must securely hold their contents.</p> <p>To know and name key parts of the design process (design, make, evaluate).</p> 	<p><b>Key skills</b></p> <p>To be able to cut out packaging accurately and independently.</p> <p>To be able to generate, develop and model using computer aided design.</p> <p>To be able to measure accurately using rulers and standard units of measure (cm).</p> <p>To be able to write a short evaluation commenting on more than one aspect of the design criteria.</p> 	<p><b>Key knowledge</b></p> <p>To know a healthy diet requires different amounts of each food group (carbohydrates, protein, fats, and minerals).</p> <p>To know food must be prepared hygienically.</p> <p>To know a salad must be healthy, look appealing, have a mix of textures and be tasty.</p> <p>To know the key parts of the design process (design, make, evaluate).</p>  	<p><b>Key skills</b></p> <p>To be able to use a claw grip carefully and independently to cut vegetables.</p> <p>To be able to use a bridge hold grip carefully and independently to cut vegetables.</p> <p>To be able to test ingredients and evaluate different flavours and textures.</p> <p>To be able to name key parts of the design process (design, make, evaluate).</p> <p>To be able to write a short evaluation commenting on more than one aspect of the design criteria.</p> 
<p><b>Enquiry/question/outcome/activity/genre of unit/text</b></p> <p>To design and make an apron.</p> <p>Children to sew on pocket and decorate.</p>						<p><b>Enquiry/question/outcome/activity/genre of unit/text</b></p> <p>To design and make packaging for a healthy snack.</p>		<p><b>Enquiry/question/outcome/activity/genre of unit/text</b></p> <p>To design and make a healthy snack.</p>		
<p><b>Key vocabulary (tier 2)</b></p> <p>apron</p> <p>cutting</p> <p>design</p> <p>evaluate</p> <p>knotting</p> <p>make</p> <p>needles</p> <p>threading</p>		<p><b>Key vocabulary (tier 3)</b></p> <p>innovative</p> <p>iterative</p>				<p><b>Key vocabulary (tier 2)</b></p> <p>design</p> <p>evaluate</p> <p>make</p> <p>packaging</p> <p>three-dimensional</p> <p>two-dimensional</p>	<p><b>Key vocabulary (tier 3)</b></p> <p>cad (computer-aided design)</p> <p>iterative</p> <p>prototype</p> <p>software</p>	<p><b>Key vocabulary (tier 2)</b></p> <p>chop</p> <p>cut</p> <p>design</p> <p>evaluate</p> <p>grate</p> <p>ingredients</p> <p>make</p> <p>method</p> <p>peel</p> <p>recipe</p>	<p><b>Key vocabulary (tier 3)</b></p> <p>bridge grip</p> <p>claw grip</p> <p>iterative</p> <p>texture</p>	