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| **Design and Food Technology**  **Medium Term Planning** | | | |
| **Year 3** | | | |
| **Throughout the year**   * State what products they are designing & making and say whether their products are for themselves or other users. * Describe the purpose of their products * Say how their products will work * Use finishing techniques, including those from art and design * Share and clarify ideas through discussion * Make simple judgements about their products and ideas against design criteria * Refer to their design criteria as they design and make * Apply a range of finishing techniques, including those from art and design, with some accuracy * Evaluate: Use their design criteria to evaluate their completed products and identify the strengths and areas for development in their ideas and products. | | | |
| **Autumn**  **Winter’s Child – Structures** | | | |
| **Design Brief**  **User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| You must design a shelter that can protect Ivan as he walks through the woods to save his brother. Remember that Ivan needs to be kept safe and dry. Make a replica version that Ivan can use as a model. | 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   Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   Evaluate   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   Technical Knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures | * research to inform design * strengthen * stiffen * reinforce * appealing | * To use research and prior knowledge to design an appropriate scene. * To understand how best materials can be reinforced to stabilise and strengthen. * To understand which materials to use to make their product look appealing. * To evaluate against a design criteria. * To consider ways to improve their work. * To create a product that fits the design brief. |
| **Spring**  **Stone Age – Food Technology** | | | |
| **Design Brief**  **User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| The villagers need help making a meal. Can you help to create a stone age soup to feed the village? Your soup must be healthy and use vegetables that were available during this period. How many different vegetables can you include? | 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   Make   * select from and use a wider range of ingredients.   Evaluate   * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   Cooking and Nutrition   * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | * Weigh * Measure * Temperature * In moderation * Balanced diet | * To be able to design a recipe against a design criteria (foods available during Stone Age period) * To be able to check cooking times and temperatures * To understand and follow oven safety * To understand and follow correct food hygiene procedures such as handwashing and preparing work surfaces. * To understand and use a variety of vegetables. * To create a product that fits the design brief. |
| **Summer**  **Rivers (Geography – Rivers/ History – Early Civilisations) - Mechanisms** | | | |
| **Design Brief**  **User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| There is no way to cross the moat! Think about structures that may help you to cross over water. Your structure must be strong and sturdy. Your structure must also use a pulley mechanism to allow your bridge to be functional. | 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   Technical Knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | * lever * moving * axel * linkages * functional | * To research and explore existing bridge models to discover and test previous mechanisms. * To adapt model through process to test for strength, durability and stability. * To be able to create simple but functional levers to move the bridge. * To create a product that fits the design brief. |