Year 3 and 4 Curriculum Plan – Design Technology



	Autumn	Spring	Summer
Year 3	'Christmas at the Zoo' Textiles 2-D shape to 3-D - A puppet show for EYFS	'Design, Build, Display! Picture frames Frame structures	'Indian Cuisine' *(Curry, Mounika Gowardhan)* Cooking and Nutrition Healthy and varied diet (including cooking and nutrition requirements for KS2)
	Evaluating – Key events and individuals; T4R non-fiction text about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (linking to the project, at least 2/3)		
Year 4	*'Christmas cards'* Electrical Systems Using simple circuits	*'Chinese Cuisine'* *(Stir Fry Noodles)* Cooking and Nutrition Healthy and varied diet (including cooking and nutrition requirements for KS2)	*'Moving Vehicles'* Mechanical Systems Wheels and axles and pneumatics
	Evaluating – Key events and individuals; T4R non-fiction text about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (linking to the project, at least 2/3)		

Design Technology National Curriculum Expectations LKS2	**Year 3**			**Year 4**		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Design • To 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 • To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design						
Make • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • To 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 • To investigate and analyse a range of existing products • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • To understand how key events and individuals in design and technology have helped shape the world • Cooking and Nutrition, non-statutory, BPS practise						
Technical knowledge • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures • To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • To apply their understanding of computing to program, monitor and control their products. • Cooking and Nutrition, non-statutory, BPS practise						
Cooking and nutrition • To understand and apply the principles of a healthy and varied diet • To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.						