

## D&T Progression Map – Year 3

	Autumn 1	Autumn 2	Summer 2
Topic	Humans and Animals	Forces and Magnets	Ancient Egyptians
Aspect of D&T	Food	Mechanisms	Textiles
Focus	Healthy and Varied Diet	Levers and Linkages	2D Shape to 3D Product
Product, user and purpose	Pizza for their families for healthy living	Moving story boards to tell the story of the Iron Man to a younger child	Egyptian collars for themselves for an Egyptian day.
Learning Objective (from DC Pro)	<p>I can create a menu that is varied and healthy and out together a step-by-step plan which shows the order and also what equipment and tools they need.</p> <p>I can follow a recipe and use simple cooking techniques, describing how my combined ingredients come together.</p> <p>I can recognise where and how ingredients are grown, reared, caught and processed.</p> <p>I can select and safely use a wider range of tools to use when making my product.</p> <p>I can select from, and use, a wider range of materials and components (ingredients) to make sure my product looks attractive.</p>	<p>I can describe the purpose of my products and explain how design features of my product will work.</p> <p>I can select and safely use a wider range of tools to use when making my product.</p> <p>I can select from, and use, a wider range of materials and components (construction materials) to make sure my product looks attractive.</p> <p>I can accurately measure and form the sections of my product, making cuts and holes.</p> <p>I can adapt my design criteria as I develop my product to meet a range of requirements.</p> <p>I can add a mechanical system to my product.</p> <p>I can suggest improvements when using a mechanical system.</p>	<p>I can describe the purpose of my products and explain how design features of my product will work.</p> <p>I can choose a textile for both its appearance and qualities.</p> <p>I can select and safely use a wider range of tools to use when making my product.</p> <p>I can select from, and use, a wider range of materials and components (textiles) to make sure my product looks attractive.</p> <p>I can accurately measure and form the sections of my product, making cuts and holes.</p> <p>I can adapt my design criteria as I develop my product to meet a range of requirements.</p>

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Skills	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>• Use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>• Select from and use finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</li> <li>• Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>• Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of making.</li> <li>• Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>• Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Investigate a range of 3-D textile products relevant to the project.</li> <li>• Test their product against the original design criteria and with the intended user.</li> <li>• Take into account others' views.</li> <li>• Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</li> </ul>
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Key Learning/ Technical Knowledge	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Know some ways to prepare ingredients safely and hygienically.</li> <li>• Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>.</li> <li>• Have used some equipment and utensils and prepared and combined ingredients to make a product.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Explored and used mechanisms such as flaps, sliders and levers.</li> <li>• Gained experience of basic cutting, joining and finishing techniques with paper and card.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand and use lever and linkage mechanisms.</li> <li>• Distinguish between fixed and loose pivots.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Have joined fabric in simple ways by gluing and stitching.</li> <li>• Have used simple patterns and templates for marking out.</li> <li>• Have evaluated a range of textile products.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>• Understand how to securely join two pieces of fabric together.</li> <li>• Understand the need for patterns and seam allowances.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
Vocabulary	<p>name of products, names of equipment, utensils, techniques and ingredients</p> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> <p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested</p> <p>healthy/varied diet</p> <p>planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>	<p>mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output</p> <p>linear, rotary, oscillating, reciprocating</p> <p>user, purpose, function</p> <p>prototype, design criteria, innovative, appealing, design brief</p>	<p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p> <p>user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</p>
Tools	<p>information about foods from around the world, basic recipes</p> <p>range of relevant example foods to taste and evaluate</p> <p>suitable equipment and utensils such as: knives, chopping board, weighing scales, measuring jugs, bowls, baking trays, spoons – various sizes, parchment paper, plastic film</p>	<p>books and other products with lever and linkage mechanisms</p> <p>lever and linkage teaching aids</p> <p>card strips, card rectangles, paper, masking tape, paper fasteners, paper binders, stick glue</p> <p>scissors, cutting mats, finishing media and materials</p>	<p>collection of textile products linked to the chosen product to be made</p> <p>selection of fabrics and fastenings</p> <p>scissors, needles, thread, tape, fabric glue, pins, measuring tape</p> <p>items to use for finishing e.g. fabric paints, threads, appliqué pieces, paints for printing, thin paint brushes</p>



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