



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Design Technology Year 3

	Autumn Food: Making soup	Spring Mechanisms: wheels and moving cams; moving toys	Summer Exploring materials: shadow puppets
Content Declarative Knowledge 'I know'	- I know about food hygiene, nutrition, healthy eating and a varied diet. - I know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. - I know about seasonality of different foods.	- I know how mechanical systems can be used to make parts move. - I know what a cross-sectional diagram is and what it is used for. - I understand and use lever and linkage mechanisms - I know the difference between fixed and loose pivots.	- I understand the need for patterns/templates. - I understand how to securely join two pieces of material together.
Skills Procedural Knowledge 'I know how to'	Design - I know how to generate realistic ideas through discussion and design criteria for an appealing , functional product fit for purpose and specific users. - I know how to use annotated sketches, prototypes, final product sketches and pattern pieces, communication technology, such as web-based recipes, to develop and communicate ideas. Make - I know how to plan the main stages of making - I know how to select from and use a range of appropriate utensils, tools and equipment with some accuracy related to my product. - I know how to select from and use finishing techniques suitable for the product I am creating. Evaluate - I know how to investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to my project - I know how to test my product against the original design criteria and with the intended user - I know how to evaluate the ongoing work and the final product with reference to the design criteria and the views of others		
	- I know how to use a range of techniques such as peeling, chopping,	- I know how to use mechanical systems (levers and linkages) to create movement.	- I know how to use appropriate materials. - I know how to work accurately making cuts and holes

	slicing, grating, mixing, spreading, kneading and baking. - I know how to carry out research, using surveys, interviews, questionnaires and web-based resources. - I know how to carefully select ingredients. - I know how to use appropriate equipment and utensils to prepare and combine food safely. - I know how to peel, chop, slice, grate, mix and spread with increasing confidence.	- I know how to use different cam profiles to create different movements. - I know how to draw a cross-sectional diagram accurately. - I know how to use cams to produce a moving toy. - I know how to select appropriate tools/techniques.	- I know how to join materials. - I know how to make strong structures.
Vocabulary	Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief	Mechanical systems, Products, cross-sectional diagram, cams, levers, wheels, snail cams, single rise cams, mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief.	Fabric, fastening, strength, weakness, compartment, zip, button, structure, stiffening, templates, stitch, seam, seam allowance, shadows, opaque, transparent, translucent, rigidity, light, shadow
Key Questions	Why is soup a healthy food option? How can we make a soup with seasonal ingredients? (include chopping, preparing skills) How successful was my finished product?	What are mechanisms and how do we use to create movement? What is the purpose of design criteria? How are design criteria used to create an effective product? How successful was my finished product?	What is a shadow puppet and how are they formed? What is the historical and cultural significance of the product we are designing. What types of materials are best for creating shadows? How are design criteria used to create an effective product? How successful was my finished product?
Assessment	Teacher observation against key declarative and procedural knowledge, analysis of final product and children's evaluations.		
Cross Curricular Links/Character Education	Links to Harvest with seasonality of vegetables	Link to school value of love: making cam toy for younger child	Cultural: link to Chinese culture/lunar New Year

