## Key Learning in Design and Technology: Years 3 and 4

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Design	Make	Evaluate	
Develop more than one design or adaptation of an initial design.	Prepare pattern pieces as templates for their design.	Investigate similar products to the one to be made to give	
Plan a sequence of actions to make a product.	• Cut slots.	starting points for a design.	
Record the plan by drawing using annotated sketches.	Cut internal shapes.	■ Draw/sketch products to help analyse and understand how	
Begin to use cross-sectional and exploded diagrams.	Select from a range of tools for cutting shaping joining and	products are made.	
<ul> <li>Use prototypes to develop and share ideas.</li> </ul>	finishing.	Research needs of user.	
<ul> <li>Think ahead about the order of their work and decide upon tools and materials.</li> </ul>	Use tools with accuracy.     Select from techniques for different parts of the process.	Identify the strengths and weaknesses of their design ideas in relation to purpose/user.	
Propose realistic suggestions as to how they can achieve their	Select from materials according to their functional properties.	<ul> <li>Decide which design idea to develop.</li> </ul>	
design ideas.	Plan the stages of the making process.  • Plan the stages of the making process.	<ul> <li>Consider and explain how the finished product could be improved.</li> </ul>	
Consider aesthetic qualities of materials chosen.	<ul> <li>Use appropriate finishing techniques.</li> </ul>	Discuss how well the finished product meets the design criteria	
Use CAD where appropriate.		of the user.	
		• Investigate key events and individuals in Design and Technology.	

Food	Textiles	Structures	Mechanical and Electrical Systems and ICT
Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.	<ul> <li>Develop vocabulary for tools materials and their properties.</li> </ul>	<ul><li>Develop vocabulary related to the project.</li><li>Create shell or frame structures.</li></ul>	<ul><li>Develop vocabulary related to the project.</li><li>Use mechanical systems such as gears, pulleys,</li></ul>
Analyse the taste, texture, smell and	= Understand seam allowance.	Strengthen frames with diagonal struts.	levers and linkages.
appearance of a range of foods (predominantly savoury).	<ul><li>Join fabrics using running stitch, over sewing, blanket stitch.</li></ul>	Make structures more stable by giving them a wide base.	<ul><li>Incorporate a circuit into a model.</li><li>Use electrical systems such as switches bulbs</li></ul>
Follow instructions/recipes.	Prototype a product using J cloths.	Measure and mark square section, strip and	and buzzers.
Make healthy eating choices – use the Eatwell plate.	Use prototype to make pattern.	dowel accurately to 1cm.	Use ICT to control products.
Join and combine a range of ingredients.	<ul><li>Explore strengthening and stiffening of fabrics.</li><li>Explore fastenings (inventors?) and recreate</li></ul>		<ul><li>Use lolly sticks/card to make levers and linkages.</li></ul>
Explore seasonality of vegetables and fruit.	some.		■ Use linkages to make movement larger or more
<ul> <li>Find out which fruit and vegetables are grown in countries/continents studied in Geography.</li> </ul>	Sew on buttons and make loops.  Use appropriate decoration techniques.		varied.
Develop understanding of how meat/fish are reared/caught.	ose appropriate accoration techniques.		

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