



**Design and Technology Curriculum – Year 3 and 4 – Cycle A**

[Please refer to Previous Years' Geography assessment documents linked to hierarchies](#)

[Link to DT Association guidance](#) – [Link to Projects on a Page Documents](#)

| Non-Negotiables   | Developing Planning and Communicating Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluating Processes and Products                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Knowledge and Understanding of Materials and Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Year 3</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Year 4</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Term</b>       | <b>Autumn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Spring</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Summer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Topic</b>      | Roman Catapults                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Packaging and Nets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Design a Sandwich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resources</b>  | examples of stable structures <i>eg mug tree, tripod, stool, music stand</i> , examples of free-standing photograph frames, variety of construction kits, suitable for developing understanding of structures, materials for decoration <i>eg paint, fabric, colour magazines for collage, sequins</i> , newspaper, board, thick card, thin card, recycled card <i>eg cereal-packet, card</i> , acetate sheets <i>eg overhead transparencies</i> , squared paper, PVA glue, masking tape, paper clips, scissors, snips, pipe-cleaners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | a collection of packaging for different purposes <i>eg from confectionery, biscuits, toys or breakfast cereal</i> , paper, squared paper, coloured card, tissue paper, clear adhesive tape, masking tape, PVA glue, clear and tinted acetate film or sheet, range of tools for marking out, cutting and joining paper and card <i>eg pencils, rulers, scissors, glue spreaders, coloured pencils and/or felt-tip pens</i> , computer and printer with a word processing/graphics program                                                                                                                                                                                                                                                                                                                                                                                                                        | pictures/images of sandwiches and fillings, a selection of different types of sandwiches, a variety of breads, ingredients suitable for spreads and fillings, plastic table covers, antibacterial cleaner, hand-washing and washing-up facilities, aprons, tools and equipment <i>eg knives, chopping boards, graters, plates, bowls, plastic film</i> , access to oven                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Vocabulary</b> | designing <i>eg user, choice, decoration, quality, component parts, purpose making</i> <i>eg planning, order, layering, cutting, finish, board</i> knowledge and understanding <i>eg stable, free-standing, stiffen, frame, sturdy, reinforce, quality, distance, near, close, wide, narrow, deep, shallow, thick, thin,</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | designing <i>eg font, graphic, decision, evaluating, criteria, fit for purpose, holds making</i> <i>eg scoring, tabs, adhesives, join, assemble, accuracy</i> knowledge and understanding <i>eg three-dimensional (3D) shape, cube, cuboid, prism, net, vertex, edge, face, packaging, shell structure, breadth, capacity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | designing <i>eg texture, taste, appearance, healthy, preference, criteria, cost, questionnaire, data, frequency diagram</i> making <i>eg cut, mix, spread, slice, blend, grate, chop, chopping board, knife, grater</i> knowledge and understanding <i>eg sandwich, filling, ingredients, fridge, food groups, hygiene, high risk, healthy eating, 'balanced plate', thick, thin, sensory</i> <i>eg sweet, sour, bitter, salty</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Lesson 1</b>   | <p><b>Year 3:</b> To investigate free-standing structures</p> <p><b>Year 4:</b> To investigate free-standing structures and how they are made stable</p> <p><b>Activities:</b> Children will study a variety of free-standing objects and consider what makes them strong and stable. They may then either sketch and annotate a variety of photograph frame designs, or examine some photograph frames.</p> <p><b>Outcomes:</b></p> <p><b>Year 3:</b> Children identify how everyday free-standing objects have been made stable</p> <ul style="list-style-type: none"> <li>Children identify the different components of a photograph frame</li> <li>Children talk about the features of photograph frames</li> </ul> <p><b>Year 4:</b> Children identify how everyday free-standing objects have been made stable</p> <ul style="list-style-type: none"> <li>Children identify the different components of a photograph frame</li> <li>Children compare photograph frames and talk about their features</li> </ul> | <p><b>Year 3:</b> To investigate packaging.</p> <p><b>Year 4:</b> To investigate a range of packaging.</p> <p><b>Activities:</b> Children will think, and study pictures, of a variety of packaging for food and other products. They may then either examine and deconstruct cardboard packaging, or answer questions about given images of packaging.</p> <p><b>Outcomes:</b></p> <p><b>Year 3:</b> • Children understand that packaging serves a variety of purposes • Children deconstruct a packaging box and explain how it was put together • Children understand the need to extend the net to incorporate tabs for joining</p> <p><b>Year 4:</b>• Children understand that packaging serves a variety of purposes • Children deconstruct a packaging box and explain how it was put together (more complex boxes) • Children understand the need to extend the net to incorporate tabs for joining</p> | <p><b>Year 3:</b> To learn that food can be divided into different groups</p> <p><b>Year 4:</b> To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.</p> <p><b>Activities:</b> Children will learn about the nutritional content of a variety of sandwiches and fillings, and consider how grouping food can help us plan for a healthy diet. They may then either conduct surveys or design menus according to given criteria. (See Y3/4 statistics for expectations on presenting data)</p> <p><b>Outcomes:</b></p> <p><b>Year 3:</b> Children know that food can be divided into different groups Children name the different food groups and describe their purpose Children know that people have different preferences</p> <p><b>Year 4:</b> Children know that food can be divided into different groups • Children name the different food groups and describe their purpose • Children know that people have different preferences</p> |
| <b>Lesson 2</b>   | <p><b>Year 3:</b> To find different ways of strengthening and joining paper and card.</p> <p><b>Year 4:</b> To find different ways of strengthening and joining paper and card.</p> <p><b>Activities:</b> Children will think of and describe ways of strengthening paper and card, then experiment with strengthening and joining paper and card in order to further develop their ideas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Year 3:</b> To be able to construct nets for 3-D shaped packages.</p> <p><b>Year 4:</b> To be able to construct nets for different 3-D shaped packages.</p> <p><b>Activities:</b> Children will learn that many types of cardboard packaging may be constructed using 2-D nets. They will then investigate how 2-D nets are made and constructed to make 3-D packages.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Year 3:</b> To taste a variety of different breads and sandwiches and examine flavours</p> <p><b>Year 4:</b> To taste a variety of different breads and sandwiches and examine flavours and textures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                 | <p><b>Outcomes:</b><br/> <b>Year 3:</b> Children describe ways of making stable structures • Children describe different techniques for strengthening and joining paper • Children experiment with different strengthening and joining techniques<br/> <b>Year 4:</b> Children describe ways of making strong and stable structures • Children describe different techniques for strengthening and joining paper • Children experiment with different strengthening and joining techniques</p>                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Outcomes:</b><br/> <b>Year 3:</b> • Children understand that 3-D structures can be constructed from nets • Children mark out, cut, score and assemble a 3-D net • Children match different nets to certain product types<br/> <b>Year 4:</b> • Children understand that 3-D structures can be constructed from nets • Children mark out, cut, score and assemble a 3-D net • Children match different nets to certain product types</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Activities:</b> Children will identify, taste, describe and sort a variety of different breads and sandwich fillings. They will then discuss their personal preferences.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> • Children know that there are a variety of different sandwiches • Children taste and describe different foods<br/> <b>Year 4:</b> • Children know that there are a variety of different sandwiches • Children taste and describe different foods • Children know that different combinations of ingredients affect the taste and texture of the product</p>                                                                                                                                                                     |
| <b>Lesson 3</b> | <p><b>Year 3:</b> To investigate ways of making stable free-standing structures.<br/> <b>Year 4:</b> To investigate ways of making stable free-standing structures.<br/> <b>Activities:</b> Children will create free-standing 'prototype' photograph frames using paper and card, applying what they learned during the previous lesson.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children describe ways of making strong and stable structures • Children select and use strengthening and joining techniques • Children evaluate different types of structures<br/> <b>Year 4:</b> Children describe ways of making strong and stable structures • Children select and use appropriate strengthening and joining techniques • Children evaluate different types of structures</p>                                                                                                                    | <p><b>Year 3:</b> To explore the use of graphics on packaging.<br/> <b>Year 4:</b> To explore the use of graphics on packaging.<br/> <b>Activities:</b> Children will study a variety of different graphics on packaging, suggesting reasons for the differences, and who they might have been designed for. They may then either practise writing in different font styles, or use software to select and use different fonts for a variety of given purposes.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children understand how graphics are used to create effects • Children understand that the graphics on a product reflect who and what the packaging in designed for<br/> <b>Year 4:</b> Children understand how graphics are used to create effects • Children understand that the graphics on a product reflect who and what the packaging in designed for • Children match a variety of fonts to an intended purpose</p> | <p><b>Year 3:</b> To design and plan a sandwich for a particular purpose.<br/> <b>Year 4:</b> To design and plan a sandwich for a particular purpose.<br/> <b>Activities:</b> Children will devise their own sandwich recipe, selecting bread and filling. They may then either write their recipe and draw annotated images to show it, or write and peer review recipes in small groups.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> • Children choose a purpose for their sandwich design • Children describe each step in the process of making their sandwich<br/> <b>Year 4:</b> • Children choose a purpose for their sandwich design • Children describe each step in the process of making their sandwich • Children design a healthy sandwich</p> |
| <b>Lesson 4</b> | <p><b>Year 3:</b> To be able to design a photograph frame<br/> <b>Year 4:</b> To be able to design a photograph frame for a particular purpose.<br/> <b>Activities:</b> Children will draw and annotate their own designs for a photograph frame, considering how they will ensure it is strong, stable and free-standing.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children apply what they have learnt about making stable structures in their design ideas • Children design a photograph frame that would be suitable for a particular purpose • Children describe how they will make their finished product<br/> <b>Year 4:</b> Children apply what they have learnt about making stable structures in their design ideas • Children design a photograph frame that would be suitable for a particular purpose • Children describe how they will make their finished product of a high quality</p> | <p><b>Year 3:</b> To be able to design a packaging box for a particular purpose<br/> <b>Year 4:</b> To be able to design a packaging box for a particular purpose<br/> <b>Activities:</b> Children will apply their prior learning when designing packaging for a product, audience and purpose of their choice.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children apply what they have learnt about packaging when designing their own packaging box • Children design a product that is suitable for the intended user • Children incorporate graphics in their design<br/> <b>Year 4:</b> Children apply what they have learnt about packaging when designing their own packaging box • Children design a product that is suitable for the intended user • Children incorporate appropriate graphics in their design</p>                                                                                                         | <p><b>Year 3:</b> To be able to create a healthy sandwich.<br/> <b>Year 4:</b> To be able to create a healthy sandwich.<br/> <b>Activities:</b> Referring to their previously written recipes, children will make their own sandwiches.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children know how to work safely and appropriately with food • Children follow their designs to create a sandwich<br/> <b>Year 4:</b> Children know how to work safely and appropriately with food • Children follow their designs to create a sandwich • Children present their sandwich in a appealing way</p>                                                                                                                                                        |
| <b>Lesson 5</b> | <p><b>Year 3:</b> To be able to make a stable photograph frame<br/> <b>Year 4:</b> To be able to make a stable photograph frame from a design.<br/> <b>Activities:</b> Referring to their previously completed designs, children will make photograph frames. They are challenged to consider carefully how they will ensure their frame looks like their design.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children create a photograph frame • Children create a strong and stable structure • Children suggest ways in which they could improve their finished product<br/> <b>Year 4:</b> Children follow a design to create a photograph frame • Children create a strong and stable structure • Children suggest ways in which they could improve their finished product</p>                                                                                                                       | <p><b>Year 3:</b> To be able to make a packaging box by following a design.<br/> <b>Year 4:</b> To be able to make a packaging box by following a design.<br/> <b>Activities:</b> Referring to their own, previously completed designs, children will make packaging boxes.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children follow a design to create a packaging box • Children work with care • Children identify ways their product could be improved<br/> <b>Year 4:</b> Children follow a design to create a packaging box • Children work with care and accuracy • Children identify ways their product could be improved as they are making their packaging box</p>                                                                                                                                                                                                                                                        | <p><b>Year 3:</b> To be able to evaluate a finished product.<br/> <b>Year 4:</b> To be able to evaluate a finished product.<br/> <b>Activities:</b><br/> <b>Outcomes:</b> Children will discuss the process of creating and following a recipe, evaluating their own process as well as their finished product.<br/> <b>Year 3:</b> Children evaluate their work fairly and constructively • Children suggest improvements to their design<br/> <b>Year 4:</b> Children evaluate their work fairly and constructively • Children suggest improvements to their design • Children incorporate new design features based on their experience of the product</p>                                                                                             |

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| <b>Lesson 6</b> | <p><b>Year 3:</b> To be able to evaluate a finished product.<br/> <b>Year 4:</b> To be able to evaluate a finished product.<br/> <b>Activities:</b><br/> <b>Outcomes:</b> Children will evaluate their own design process as well as their finished photograph frame according to a range of given, and agreed upon, criteria.<br/> <b>Year 3:</b> Children evaluate their finished product • Children suggest ways in which they would change their design if they were to make their photograph frame again<br/> <b>Year 4:</b> Children evaluate their finished product • Children suggest ways in which they would change their design if they were to make their photograph frame again • Children assess how well their finished product meets the original design criteria</p> | <p><b>Year 3:</b> To be able to evaluate a finished product.<br/> <b>Year 4:</b> To be able to evaluate a finished product.<br/> <b>Activities:</b> Children will evaluate both their design process and their finished product, either individually or with a partner.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children evaluate their own product • Children suggest ways in which they could improve their product if they were to make it again<br/> <b>Year 4:</b> Children evaluate their own product fairly • Children comment on the work of others and say what they think and feel about them • Children suggest ways in which they could improve their product if they were to make it again</p> | <p><b>Year 3:</b> To design and make a packaging box for my sandwich<br/> <b>Year 4:</b> To design and make a packaging box for my sandwich<br/> <b>Activities:</b> Children will apply their prior learning when designing packaging for their sandwich, audience and purpose of their choice including consideration of graphics.<br/> <b>Outcomes:</b><br/> <b>Year 3:</b> Children apply what they have learnt about packaging when designing their own packaging box • Children design a product that is suitable for the intended user • Children incorporate appropriate graphics in their design<br/> <b>Year 4:</b> Children apply what they have learnt about packaging when designing their own packaging box • Children design a product that is suitable for the intended user • Children incorporate appropriate graphics in their design</p> |
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#### Assessment Criteria

|               | Exploring Existing Products                                                                                                   | Developing Ideas                                                                                                                                                                                                               | Making New Products                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluating                                                                                                                                                |
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| <b>Year 3</b> | <ul style="list-style-type: none"> <li>I can identify qualities of a range of materials, and suggest possible uses</li> </ul> | <ul style="list-style-type: none"> <li>I can design a functional, appealing product that is fit for a stated purpose.</li> <li>I can use words, labelled sketches and models to communicate realistic design ideas.</li> </ul> | <ul style="list-style-type: none"> <li>I can select appropriate tools and techniques for making my product.</li> <li>I can measure, cut, shape and join materials with some accuracy using a range of techniques.</li> <li>I understand how to strengthen, stiffen and reinforce to create a stable structure.</li> <li>I can use decorative techniques</li> </ul>                                                   | <ul style="list-style-type: none"> <li>I can evaluate my own and others' finished products against design criteria and suggest improvements.</li> </ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>I can generate ideas by researching and using information</li> </ul>                   | <ul style="list-style-type: none"> <li>I can use words, labelled sketches and models to communicate design ideas and step-by-step plans.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>I can select appropriate tools and techniques for making my product.</li> <li>I understand how to strengthen, stiffen and reinforce to create a stable structure.</li> <li>I can cut, shape and join materials with increasing accuracy using a range of techniques.</li> <li>I can use a range of simple finishing techniques to improve my product's appearance.</li> </ul> | <ul style="list-style-type: none"> <li>I can evaluate my finished product, suggesting alternative techniques which could achieve improvements.</li> </ul> |