



Bearpark Design & Technology Curriculum for Year 3 & 4 (Cycle A)

What are the aims and intentions of this DT curriculum?

Key Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Skills

Generating ideas - designing	Making	Evaluating	Key Vocabulary
<p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas</p>	<p>Plan the main stages of making.</p> <p>Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p>	<p>Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project.</p> <p>Test their product against the original design criteria and with the intended user.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others</p>	<p>user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p>



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Term	Topic	Knowledge	Assessment
Autumn	Textiles 2D Shapes to 3D product	<p>Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.</p> <p>Key Vocabulary: fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>	
Spring	Food Healthy and varied diet	<p>To understand 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. To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate. Understand about seasonality in relation to food products and the source of different food products. To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know how to use utensils and equipment including heat sources to prepare and cook food. Know and use relevant technical and sensory vocabulary.</p> <p>Key Vocabulary: name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	
Summer	Electrical systems Simple circuits and systems	<p>To understand and use electrical systems in their products linked to science coverage. Apply their understanding of computing to program and control their products. Know and use relevant technical and sensory vocabulary.</p> <p>Key Vocabulary: series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>	