**Year 3 DT Curriculum (MTP)**

**Science LTP**

**Holy Trinity C of E Primary School**

**Science LTP**



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| **Designing and Evaluating** | **Structures – Shell structures using computer-aided design** | **Using Materials/Textiles - 2D shape to 3D product** | **Food Awareness - Healthy and varied diet** |
| D: Can make a relevant plan of their ideaD/E: Can investigate and analyse a range of existing products, discussing their features, construction, purpose and intended usersD: Can use their research to develop some of their own design criteriaD:Can show that their designs meet a range or requirementsD: Can put together a step-by-step plan which shows the order of making, equipment and tools they will needE: Can explain what they like about their product and what they could change to improve itE: Can make sure that their product looks attractiveE: Can investigate a range of existing productsE: Can evaluate their ideas against a given design criteria | D:Can show that their designs meet a range or requirementsD: Can put together a step-by-step plan which shows the order of making, equipment and tools they will needM:Can use equipment safelyM: Can work accurately to make cuts and holes selecting the most appropriate toolE: Can evaluate their product against a given design criteriaS: To know which tools are appropriate for cutting particular materials (scissors, saw ect)S: Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. S: Develop and use knowledge of how to construct strong, stiff shell structures.S: Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. S: Use computer-generated finishing techniques suitable for the product they are creating | D: Can put together a step-by-step plan which shows the order of making, equipment and tools they will needM: Can use equipment safelyM: Can work accurately to make cuts and holesM: Can select the most appropriate tools and techniques to use for a given taskE: Can make sure that their product looks attractiveE: Can investigate a range of existing productsE: Can evaluate their ideas against a given design criteriaUM: To know what a design brief isUM: Can use a textile for both their appearance and their qualityUM: Can join textiles using running stitchUM: Measure, mark out, cut and shape materials and components with some accuracy UM: Can use some sewing basics such as threading a needle, knotting your thread, finishing off. | D:Can show that their designs meet a range or requirementsD: Can produce a step-by-step plan M: Can use appropriate tools and equipment safelyE: Can make sure that their product looks attractiveE: Can investigate a range of existing productsFA: Can describe how their combined ingredients come together FA: Can knead and roll out doughFA: To know about a range of fresh and processed foods for their product |

**NB**

**Designing and Evaluation runs through all of the strands taught. Within lessons, consider including work on designers, chefs and inventors/inventions (e.g. George Stephenson, Nigella Lawson)**