<table>
<tr><td>Subject: Technology</td><td>Year group: Year 3</td><td>Topic: Materials – fridge magnet</td><td rowspan="2">Initiation & activation activities:</td></tr>
<tr><td colspan="2">Prior knowledge required: Children can: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br>Make :select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing); select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br>Evaluate: explore and evaluate a range of existing products; evaluate their ideas and products against design criteria<br>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable; explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products.<br>Food technology: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.</td><td>Vocabulary:</td></tr>
<tr><td>Programme of Study*</td><td>Implementation:</td><td>Impact –lesson sequence:</td><td>Evaluations and assessments:</td></tr>
<tr><td>Design<br>• 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<br>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>Make<br>• select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately<br>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</td><td>Stiff and flexible sheet materials<br>• Do they use the most appropriate materials?<br>• Can they work accurately to make cuts and holes?<br>• Can they join materials?<br>Mouldable materials<br>• Do they select the most appropriate materials?<br>• Can they use a range of techniques to shape and mould?<br>• Do they use finishing techniques?<br>Developing, planning and communicating ideas<br>• Can they show that their design meets a range of requirements?<br>• Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?<br>• Can they describe their design using an accurately labelled sketch and words?<br>• How realistic is their plan?<br><br>Working with tools, equipment, materials and components to make quality products<br>• Can they use equipment and tools accurately?<br><br>Evaluating processes and products<br>• Can they explain what they changed which made their design even better?</td><td></td><td></td></tr>
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| Evaluate<br>• investigate and analyse a range of existing products<br>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>• understand how key events and individuals in design and technology have helped shape the world<br>Technical knowledge<br>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br>• understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages)<br>• understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors)<br>• apply their understanding of computing to programme, monitor and control their products.<br>Cooking and Nutrition<br>• understand and apply the principles of a healthy and varied diet<br>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | |

- 50%  of this programme of study is taught in Years 5 and 6