



Design and Technology Programme of Study – Year 3 and 4 Cycle A



<p style="text-align: center;">Autumn Spectacular Superheroes A Little Bite</p>	<p style="text-align: center;">Spring Tomb Raider Mighty Rivers and Marvellous Egypt</p>	<p style="text-align: center;">Summer It's Not Fair The Vyne</p>
<p>Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts for example, the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Cooking and nutrition As part of their work with food, pupils are taught how to cook and apply the principle of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>		
<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominately savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • 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 	<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks accurately • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve

		<ul style="list-style-type: none"> prepare and cook a variety of predominately savoury dishes using a range of cooking techniques
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 Design and Technology Programme of Study – Year 3 and 4 Cycle B 		
Autumn Growls, Howls and Roars We are not amused	Spring Visits, Visions and Visitors	Summer Perfect Plants Vikings
<p>Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts for example, the home, school, leisure, culture, enterprise, industry and the wider environment.</p>		
<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and 		<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world

<p>ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none">• investigate and analyse a range of existing products• evaluate their ideas and products against their own design criteria and consider the views of others to improve• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• understand and see mechanical systems in their products		
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