



**Year 3 Design and Technology Knowledge, Skills and Vocabulary Progression**



<p align="center"><b>Structures - Shell Structures (Autumn 2)</b> <b>Knowledge</b></p>	<p align="center"><b>Food - Healthy and Varied diet (Spring 2)</b> <b>Knowledge</b></p>	<p align="center"><b>Textiles - 2D shape to 3D product (Summer 2)</b> <b>Knowledge</b></p>
<p align="center"><b>Structures - Shell Structures (Autumn 2)</b> <b>Skills</b></p>	<p align="center"><b>Food - Healthy and Varied diet (Spring 2)</b> <b>Skills</b></p>	<p align="center"><b>Textiles - 2D shape to 3D product (Summer 2)</b> <b>Skills</b></p>
<p>I can develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>I can develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>I know and can use technical vocabulary relevant to the project.</p>	<p>I know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>I know and use relevant technical and sensory vocabulary appropriately.</p>	<p>I know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>I understand how to securely join two pieces of fabric together.</p> <p>I understand the need for patterns and seam allowances.</p> <p>I know and can use technical vocabulary relevant to the project.</p>
<p><b>Designing</b></p> <p>I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</p> <p>I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p> <p><b>Making</b></p> <p>I can order the main stages of making.</p> <p>I can select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>I can explain my choice of materials according to functional properties and aesthetic qualities.</p> <p>I can use finishing techniques suitable for the product I am creating.</p> <p><b>Evaluating</b></p> <p>I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p> <p>I can test and evaluate my own products against design criteria and the intended user and purpose.</p>	<p><b>Designing</b></p> <p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p><b>Making</b></p> <p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p><b>Evaluating</b></p> <p>I can carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	<p><b>Designing</b></p> <p>I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p><b>Making</b></p> <p>I can plan the main stages of making.</p> <p>I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</p> <p>I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p><b>Evaluating</b></p> <p>I can investigate a range of 3-D textile products relevant to the project.</p> <p>I can test my product against the original design criteria and with the intended user.</p> <p>I can take into account others' views.</p> <p>I can understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p>
<p align="center"><b>Structures - Shell Structures (Autumn 2)</b> <b>Vocabulary</b></p>	<p align="center"><b>Food - Healthy and Varied diet (Spring 2)</b> <b>Vocabulary</b></p>	<p align="center"><b>Textiles - 2D shape to 3D product (Summer 2)</b> <b>Vocabulary</b></p>

shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype

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, planning, design criteria, purpose, user, annotated sketch, sensory evaluations

fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces