

## Textiles

### Designing

Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.

Produce annotated sketches, prototypes, final product sketches and pattern pieces.

### Making

Plan the main stages of making.

Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.

Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

### Evaluating

Investigate a range of 3-D textile products relevant to the project.

Test their product against the original design criteria and with the intended user.

Take into account others' views.

Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

### Technical knowledge and understanding

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.

## Structures

### Designing

Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.

Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

### Making

Order the main stages of making.

Use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.

Explain their choice of materials according to functional properties and aesthetic qualities.

Use finishing techniques suitable for the product they are creating.

### Evaluating

Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.

Test and evaluate their own products against design criteria and the intended user and purpose.

### Technical knowledge and understanding

Develop and use knowledge of how to construct strong, stiff shell structures.

Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.

Know and use technical vocabulary relevant to the project.

## Food

### Designing

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.

Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

### Making

Plan the main stages of a recipe, listing ingredients, utensils and equipment.

Select and use appropriate utensils and equipment to prepare and combine ingredients.

Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

### Evaluating

Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.

Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

### Technical knowledge and understanding

Know how to use appropriate equipment and utensils to prepare and combine food.

Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.

Know and use relevant technical and sensory vocabulary appropriately.

## End of Year Expectations

## Design and Technology

## Year 3

