



Year 3	Topic Title – Healthy Sandwiches	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Design § 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</p> <p>Make § select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately § 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> <p>Evaluate § 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 their work § understand how key events and individuals in design and technology have helped shape the world</p>	<p>Know a variety of healthy sandwich franchises around the UK and further afield.</p> <p>Know about the Lancashire Healthy Schools Programme</p> <p>Know about the 'eatwell' plate and making healthy choices.</p> <p>Taste a range of different sandwiches e.g. wraps, bread sandwich, roll with a variety of fillings from different suppliers e.g. Subway, Greggs, Asda, local garage etc. and analyse using sensory knowledge.</p> <p>Devise a questionnaire for Year 6 children to see what their favourite sandwich fillings are.</p> <p>Design a healthy sandwich for Year 6 from findings.</p> <p>Write a recipe and instructions of how to make their sandwich</p> <p>Join and combine ingredients</p> <p>Make sandwich using prior knowledge of peeling, chopping, grating and cutting to prepare ingredients.</p> <p>Evaluate sandwich with a Q&amp;A with Year 6 and record how they would improve their work e.g. ingredients used</p> <p>Know where fruit and vegetables are grown and which countries and continents</p> <p>Develop an understanding of how meat/fish are reared.</p>	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Franchise</p> <p>Healthy</p> <p>Eatwell plate</p> <p>Sandwiches</p> <p>Sensory</p> <p>Knowledge</p> <p>Recipe</p> <p>Instructions</p> <p>Ingredients</p> <p>Combine</p> <p>Peeling</p> <p>Chopping</p> <p>Cutting</p> <p>Prepare</p> <p>Improve</p> <p>Grown</p> <p>Reared</p>
Possible community links	Previous learning experiences:	Future learning experiences:
Warburtons	Year 2 – dips and dippers	Year 5 - Healthy pizzas



Year 3	Topic Title – iPhone/iPad/Tablet/Laptop Covering	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Design § 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</p> <p>Make § select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately § 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> <p>Evaluate § 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 their work § understand how key events and individuals in design and technology have helped shape the world</p>	<p>Look at different types of phones and tablets (photographs and real) – what is similar about all of them? – screen, battery, glass, fragile, camera.</p> <p>Discuss what could be made to keep the screen from getting scratched, the camera lens being damaged, dust, etc.</p> <p>Look at images (real if available) of coverings for devices – laptop bags, laptop coverings, phone cases, tablet slips, etc.</p> <p>Discuss fastenings – zips, buttons, Velcro, poppers, look and talk about what fastenings would work best for different devices.</p> <p>Choose a device whether it be your own device or someone else’s in your family and research it – measure the dimensions – height, width and depth in cm and mm.</p> <p>Draw a detailed or an exploded diagram of the device including measurements.</p> <p>Design a covering for the device thinking about what material to use – felt, cotton material, plain, patterned and who it is for.</p> <p>Sketch the design covering labelling the features.</p> <p>Measure and cut out the fabric needed ensuring that excess material is used and that this can be cut off afterwards.</p> <p>Using a running stitch or fabric glue, join the materials together.</p> <p>Attach a fastening of your choice to the covering.</p> <p>Decorate the covering using embellishments, fabric paint, pens.</p> <p>Peer evaluate final design and discuss if any changes have been made throughout the process and change on final design in coloured pen.</p>	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Research</p> <p>Discuss</p> <p>Phone</p> <p>Tablet</p> <p>Laptop</p> <p>Covering</p> <p>Device</p> <p>Fastenings – Velcro, zips, poppers, buttons</p> <p>Measure</p> <p>Dimensions</p> <p>Height</p> <p>Width</p> <p>Depth</p> <p>Cm</p> <p>Mm</p> <p>Materials</p> <p>Decorate</p> <p>Embellishments</p> <p>Changes</p> <p>Process</p>
Possible Community Links	Previous learning experiences:	
	Year 1: Hand puppets	Future learning experiences: Year 5 – Fashionista