

*Design Technology – Year 3 – Medium Term Plan  
Autumn 2, Unit 1: Structures: Constructing a Castle*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: Features of a castle</i>	<i>To recognise how multiple shapes (2D and 3D shapes are combined to form a strong and stable structure.</i>	<ul style="list-style-type: none"> <li>- I can identify different features of castles.</li> <li>- I can design my own castle.</li> <li>- I can label the features of my castle.</li> <li>- I can explain why a castle needs to be strong and stable.</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>2D</b></li> <li>- <b>3D</b></li> <li>- <b>castle</b></li> <li>- <b>key</b></li> <li>- <b>features</b></li> <li>- <b>stable</b></li> <li>- <b>stiff</b></li> <li>- <b>strong</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Features of a castle.</i></li> <li>- Rulers (one per pupil).</li> <li>- A4 paper for children making the <i>Activity: Cut and glue castle</i> to assemble and stick their castle pieces onto (Optional).</li> <li>- A large selection of 2D shapes for the children to draw around (Optional).</li> <li>- Link: <a href="#">Assessment – D&amp;T Y3: Structures: Constructing a castle</a> (optional – see Attention grabber).</li> </ul>
<i>Two: Designing a Castle</i>	<i>To design a castle.</i>	<ul style="list-style-type: none"> <li>- I can recall the features of a castle.</li> <li>- I can add two design points to the design specification to appeal to the person/purpose of my castle.</li> <li>- I can draw the design of my castle using 2D shapes and labelling:               <ul style="list-style-type: none"> <li>o the 3D shapes that will create the features;</li> <li>o the materials I need;</li> <li>o the colours I will use.</li> </ul> </li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>2D</b></li> <li>- <b>3D</b></li> <li>- <b>castle</b></li> <li>- <b>shape</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Features of a castle from <a href="#">Lesson 1: Features of a castle</a> (see Attention grabber).</i></li> <li>- 3D Maths shapes.</li> </ul>
<i>Three: Nets and Structures</i>	<i>To construct 3D nets.</i>	<ul style="list-style-type: none"> <li>- I know that a net is what a 3D shape would look like if it were opened out flat.</li> <li>- I can construct a range of 3D geometric shapes using a net by:               <ul style="list-style-type: none"> <li>o Cutting along the bold lines.</li> <li>o Folding along the dotted lines.</li> </ul> </li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>castle</b></li> <li>- <b>net</b></li> <li>- <b>shape</b></li> <li>- <b>structure</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: 3, 2, 1.</i></li> <li>- Printed nets: cuboid, cube, prism, pyramid, cylinder and cone using <i>Activity: 3D shape nets</i>.</li> <li>- Scissors (one per pupil).</li> <li>- Glue sticks (one between two pupils).</li> <li>- Blue tac.</li> <li>- Tape.</li> <li>- Collected toilet/kitchen roll tubes, packaging etc.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Keeping the tabs the correct size.</li> <li>○ Making crisply folded edges.</li> <li>○ Constructing the net using glue to make a geometric shape.</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</li> <li>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>		<ul style="list-style-type: none"> <li>- Optional: squared paper for children to make their own nets.</li> <li>- <i>Extension activity: Constructing a castle net</i> – pre-download the file required for the children to design on the computer, or drop it on the intranet to easily access from a child's login.</li> <li>- Laptops or tablets with access to Microsoft Office.</li> </ul>
<p><i>Four: Building a Castle</i></p>	<p><i>To construct and evaluate my final product.</i></p>	<ul style="list-style-type: none"> <li>- I can construct my castle to meet the requirements of my brief by: <ul style="list-style-type: none"> <li>○ Making neat 3D shapes using nets.</li> <li>○ Stacking shapes and recyclable materials to make the structures of my castle.</li> <li>○ Creating a castle base to secure my structures to.</li> <li>○ Adorning my castle with facades and other decorative features.</li> </ul> </li> <li>- I can evaluate my work and the work of others.</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>castle design net Scoring structure tab</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>resentation: Speak like an expert.</i></li> <li>- Scissors (one per pupil).</li> <li>- Blue tac.</li> <li>- Glue sticks (one per two pupils).</li> <li>- Tape.</li> <li>- Collected kitchen roll tubes, packaging, etc.</li> <li>- Optional: squared paper for children to make their own nets.</li> <li>- Squared grid paper.</li> <li>- Materials for the structures and castle base: two A3 pieces of card per pupil, one piece cut in half lengthways.</li> <li>- Materials for the façades: <ul style="list-style-type: none"> <li>○ A3 coloured card.</li> <li>○ Material textures printed, e.g. stone tiles, brickwork, etc.</li> </ul> </li> <li>- Link: <a href="#">Assessment – D&amp;T Y3: Structures: Constructing a castle</a> (optional – see Wrapping up).</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Which picture shows a natural object?</li> <li>- Which picture shows a man-made object?</li> <li>- What is a façade?</li> <li>- What is a paper net?</li> </ul>					

- An object can be \_\_\_\_\_ to become something new.
- To make an indent in card you need to \_\_\_\_\_ it.
- A castle years ago was originally a...

\_\_\_\_\_ cut paper nets out so they fit together with no gaps.  
 Could you improve the look and stability of this castle?



## Design Technology – Year 3 – Medium Term Plan Spring 2, Unit 2: Electrical Systems: Electrical Poster

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Information Design	To understand the purpose of information design.	<ul style="list-style-type: none"> <li>- I can name examples of information design.</li> <li>- I can explain the purpose of information design.</li> <li>- I can describe or explain the importance of information design.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>design</b></li> <li>- <b>information</b></li> <li>- <b>information design</b></li> <li>- <b>public</b></li> </ul>	<ul style="list-style-type: none"> <li>- Presentation: Information design.</li> <li>- Link: '<a href="#">Living Walks: Virtual tour of the British Museum</a>' on VideoLink (46:54 minutes so select only a few minutes to show) – <b>this is an external website and we do not have control over its content – please check before showing it to the children.</b></li> </ul>
Two: Topic Research	To research a set topic to develop a range of initial ideas.	<ul style="list-style-type: none"> <li>- I can research and select a topic to inform my design ideas.</li> <li>- I can write a paragraph about my chosen topic.</li> <li>- I can sketch initial ideas for my electric poster that meet my design criteria.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>bulb</b></li> <li>- <b>design criteria</b></li> <li>- <b>information design</b></li> <li>- <b>initial ideas</b></li> <li>- <b>research</b></li> <li>- <b>sketch</b></li> </ul>	<ul style="list-style-type: none"> <li>- Presentation: Gimme five!</li> <li>- Presentation: Information design.</li> <li>- Presentation: Museum displays.</li> <li>- Books and resources about Ancient Romans (a selection per table, see Main event).</li> <li>- The children's Activity: Electric poster task booklets from Lesson 1 (see '<a href="#">Lesson 1: Information design</a>').</li> </ul>
Three: Design Development	To develop an initial idea into a final design.	<ul style="list-style-type: none"> <li>- I can review my initial ideas against the design criteria.</li> <li>- I can provide and respond to peer feedback.</li> <li>- I can develop an initial idea into a final design.</li> <li>- I can evaluate my final design against the design criteria.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>develop</b></li> <li>- <b>feedback</b></li> <li>- <b>final design</b></li> <li>- <b>initial ideas</b></li> <li>- <b>peer-assessment</b></li> <li>- <b>self-assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>- Presentation: Speak like an expert.</li> <li>- Presentation: Electric poster.</li> <li>- Presentation: Design development.</li> <li>- Presentation: Design cycle.</li> <li>- The children's Activity: Electric poster task booklets from Lesson 1 (see '<a href="#">Lesson 1: Information design</a>').</li> <li>- A selection of drawing and colouring equipment e.g. pencils, rulers, erasers, colouring pencils or felt tip pens (a selection per table).</li> </ul>

			<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>		-
<p><i>Four: Electric Poster Assembly</i></p>	<p><i>To assemble my final product and incorporate a simple circuit.</i></p>	<ul style="list-style-type: none"> <li>- I can mount the final design to make it stiffer and stronger.</li> <li>- I can build a simple circuit that includes a bulb.</li> <li>- I can test and evaluate my electric display board.</li> <li>- I can name and identify simple circuit components (bulb, battery and wires).</li> <li>-</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- 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.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<ul style="list-style-type: none"> <li>- <b>battery</b></li> <li>- <b>bulb</b></li> <li>- <b>circuit</b></li> <li>- <b>circuit component</b></li> <li>- <b>crocodile wire</b></li> <li>- <b>electric product</b></li> <li>- <b>electrical system</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Range of answers.</i></li> <li>- <i>Presentation: Electric poster assembly.</i></li> <li>- The children's electric poster task booklets from Lesson 1 (see '<a href="#">Lesson 1: Information design</a>').</li> <li>- The children's completed poster design templates from Lesson 3 (see '<a href="#">Lesson 3: Design development</a>').</li> <li>- A4 paper (one each).</li> <li>- Corrugated card (enough to cover the back of each child's poster).</li> <li>- Strips of coloured card (optional – enough to frame each poster).</li> <li>- Scissors, ruler, pencil and eraser (one each).</li> <li>- Glue stick (one between two).</li> <li>- Masking tape (one between two).</li> <li>- MES bulbs and bulb holders (one each).</li> <li>- Crocodile wires (two each).</li> <li>- MES science AA single battery holders and AA batteries (one each).</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <i>What is the definition for information design?</i></li> <li>- <i>What is a list of design criteria?</i></li> <li>- <i>Why is it important to write a list of design criteria?</i></li> <li>- <i>What is an electrical system?</i></li> <li>- <i>What is an electrical product?</i></li> <li>- <i>Why do we use corrugated cardboard to mount the poster?</i></li> <li>- <i>Which circuit component is a battery holder?</i></li> <li>- <i>Which circuit component is a bulb?</i></li> <li>- <i>Which circuit component is a crocodile wire?</i></li> <li>- <i>Why is information design important? Include an example and explain what its purpose.</i></li> </ul>					



*Design Technology – Year 3 – Medium Term Plan  
Summer 2, Unit 3: Cooking and Nutrition: Eating Seasonally*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: Food Around the World</i>	<i>To explain why food comes from different places around the world.</i>	<ul style="list-style-type: none"> <li>- I can identify some fruits and vegetables that cannot be grown in the UK.</li> <li>- I can label countries where different fruits and vegetables grow.</li> <li>-</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>arid</b></li> <li>- <b>climate</b></li> <li>- <b>country</b></li> <li>- <b>Mediterranean</b></li> <li>- <b>mountain</b></li> <li>- <b>polar</b></li> <li>- <b>temperate</b></li> <li>- <b>tropical</b></li> <li>- <b>weather</b></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Climate zones.</i></li> <li>- <i>Presentation: Where in the world?</i></li> <li>- Atlases (one between two – see Main event).</li> <li>- Link: <a href="#">Assessment: Design and technology Y3: Cooking and nutrition: Eating seasonally</a> (optional – see Attention grabber).</li> <li>-</li> </ul>
<i>Two: Seasonal Food</i>	<i>To explain the benefits of seasonal foods.</i>	<ul style="list-style-type: none"> <li>- I know that importing food has an impact on the environment.</li> <li>- I can match fruits and vegetables with the season in which they grow in the UK.</li> <li>- I can find recipes containing seasonal foods.</li> <li>-</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>climate</b></li> <li>- <b>export</b></li> <li>- <b>import</b></li> <li>- <b>seasonal</b></li> <li>- <b>seasons</b></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Anagrams.</i></li> <li>- <i>Presentation: Seasonal eating.</i></li> <li>- Whiteboards and pens (one between two).</li> <li>- Tablets or devices with internet access (one between two – see Wrapping up).</li> <li>- Link: <a href="#">BBC Teach - Where does our food come from?</a> on Videolink – <b>this is an external website and we do not have control over its content – please check before showing it to the children.</b></li> <li>-</li> </ul>
<i>Three: Cutting and Peeling</i>	<i>To develop cutting and peeling skills.</i>	<ul style="list-style-type: none"> <li>- I can identify equipment used for preparing food.</li> <li>- I can explain why food would or would not need to be prepared.</li> <li>- I can describe the safety rules for preparation techniques</li> <li>-</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>cut</b></li> <li>- <b>grate</b></li> <li>- <b>peel</b></li> <li>- <b>snip</b></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Presentation: Range of answers.</i></li> <li>• <i>Presentation: Sorting foods.</i></li> </ul> <p><b>Equipment for practising food preparation.</b></p> <ul style="list-style-type: none"> <li>• An extra adult to supervise the skills table (see Main event).</li> </ul>

			<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>• Equipment to practise cutting skills (see Main event): <ul style="list-style-type: none"> <li>○ 2 vegetable knives;</li> <li>○ 1 green chopping board;</li> <li>○ 1 brown chopping board;</li> <li>○ foods to cut, such as asparagus, pickled beetroot, radishes and peppers.</li> </ul> </li> <li>• Equipment to practise peeling skills (see Main event): <ul style="list-style-type: none"> <li>○ 3 peelers;</li> <li>○ 2 green chopping boards;</li> <li>○ 1 brown chopping board;</li> <li>○ foods to peel, such as new potatoes and cucumber.</li> </ul> </li> <li>• 2 large bowls (one for each skill's waste).</li> </ul> <p><b>Equipment for other activities.</b></p> <ul style="list-style-type: none"> <li>• Plastic knives (two or three per table – see Main event).</li> <li>• Foods to discuss such as potatoes, avocados, cucumbers, grapes, bananas, apples, radishes and asparagus.</li> </ul> <p>-</p>
<p><i>Four: Tasting Seasonal Ingredients</i></p>	<p>To evaluate seasonal ingredients.</p>	<ul style="list-style-type: none"> <li>- I can identify current seasonal foods.</li> <li>- I can taste various fruits and vegetables and describe their flavours.</li> <li>- I can contribute to a class taste wheel.</li> <li>-</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>fruit</b></li> <li>- <b>ingredients</b></li> <li>- <b>seasonal</b></li> <li>- <b>taste</b></li> <li>- <b>texture</b></li> <li>- <b>vegetable</b></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Odd one out.</i></li> <li>- <i>Presentation: Design brief.</i></li> <li>- <i>Presentation: Taste testing.</i></li> <li>- Flipchart (see Attention grabber).</li> <li>- Sticky notes (approximately eight each).</li> <li>- Plates of seasonal foods (one or two pieces per child – see Main event): <ul style="list-style-type: none"> <li>○ cabbage;</li> <li>○ spinach;</li> <li>○ spring onions;</li> <li>○ cauliflower;</li> <li>○ new potatoes;</li> <li>○ cucumbers;</li> <li>○ radishes;</li> <li>○ asparagus.</li> </ul> </li> <li>- Additional ingredients to taste (see Main event): <ul style="list-style-type: none"> <li>○ Cheese (a piece per child);</li> <li>○ Tomato puree (1/4 teaspoon per child);</li> <li>○ Pesto (1/4 teaspoon per child).</li> </ul> </li> <li>- A device for taking photos (see Main event).</li> </ul>

<p><i>Five: Making a Mock-up</i></p>	<p>To design a mock-up using criteria.</p>	<ul style="list-style-type: none"> <li>- I can design a puff pastry tart using seasonal vegetables and fruits.</li> <li>- I can use colours to identify nutritional benefits.</li> <li>- I can describe my puff pastry tart and the benefits of its ingredients.</li> <li>-</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>complementary design mock-up</b></li> <li>-</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>- <i>Presentation: Brain dump.</i></li> <li>- <i>Presentation: Rainbow food.</i></li> <li>- <i>Presentation: Seasonal tarts.</i></li> <li>- Whiteboards and pens (one each).</li> <li>- Class taste wheel from <a href="#">Lesson 4: Tasting seasonal ingredients</a>.</li> <li>- Coloured paper (a selection of red, orange, yellow, green, blue and purple – see Main event).</li> <li>- Coloured pens (a selection on each table – see Main event).</li> <li>- Scissors (one between two – see Main event).</li> <li>- Glue sticks or PVA glue and spreaders (one between two – see Main event).</li> <li>- Paper plates or an A5 rectangle of cardboard (one each – see Main event).</li> <li>-</li> </ul>
<p><i>Six: Evaluating Seasonal Tarts</i></p>	<p>To evaluate a dish.</p>	<ul style="list-style-type: none"> <li>- I can taste tarts and provide feedback.</li> <li>- I can consider taste, texture, appearance and use of seasonal ingredients.</li> <li>- I can receive feedback on my tart and identify strengths.</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>appearance evaluate taste texture</b></li> <li>-</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Presentation: Explain the answer.</i></li> <li>- <i>Presentation: Design brief.</i></li> <li>- <i>Presentation: Evaluating.</i></li> </ul> <p><b>Equipment for preparing the tarts (this should be completed ahead of the lesson – see Teacher knowledge).</b></p> <ul style="list-style-type: none"> <li>- An extra adult to supervise the preparation (see Teacher knowledge).</li> <li>- Equipment for cutting (see Teacher knowledge): <ul style="list-style-type: none"> <li>○ 2 vegetable knives;</li> <li>○ 1 green chopping board;</li> <li>○ 1 brown chopping board;</li> <li>○ foods to cut, such as asparagus, potato, radishes and cucumbers.</li> </ul> </li> <li>- Equipment for peeling (see Teacher knowledge): <ul style="list-style-type: none"> <li>○ 3 peelers;</li> <li>○ 2 green chopping boards;</li> <li>○ 1 brown chopping board;</li> <li>○ foods to peel, such as new potatoes and cucumber.</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>- Equipment for additional non-focus skills (see Teacher knowledge): <ul style="list-style-type: none"> <li>○ 1 box grater;</li> <li>○ scissors.</li> </ul> </li> <li>- Additional ingredients (see Teacher knowledge): <ul style="list-style-type: none"> <li>○ Ready-rolled puff pastry;</li> <li>○ Cheese;</li> <li>○ Olive oil;</li> <li>○ Tomato puree or pesto;</li> <li>○ Basil leaves.</li> </ul> </li> <li>- Baking paper (see Teacher knowledge).</li> <li>- Baking trays (see Teacher knowledge).</li> <li>- Each child's tart mock-up from <a href="#">Lesson 5: Making a mock-up</a> (see Teacher knowledge).</li> </ul> <p><b>Equipment for evaluating the seasonal tarts (to be used during the lesson).</b></p> <ul style="list-style-type: none"> <li>- Each child's completed seasonal tart.</li> <li>- Flipchart (see Main event).</li> <li>- A device to record evaluations (see Adaptive teaching).</li> <li>- Link: <a href="#">Assessment – Design and technology Y3: Cooking and nutrition: Eating seasonally</a> (optional – see Wrapping up).</li> </ul>
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>- Which of these foods is available in June in the UK?</li> <li>- Which climate zone is the UK in?</li> <li>- Which of these best describes the flavour of potato?</li> <li>- The appearance of a dish is...</li> <li>- The _____ affects which fruit and vegetables can grow.</li> <li>- What is seasonal food?</li> <li>- You can tell the vitamins and minerals in a fruit and vegetable by...</li> <li>- When a food is brought into a country, it has been...</li> <li>- Which of these foods cannot be peeled with a peeler?</li> <li>- Why should you try to buy seasonal foods?</li> </ul>					