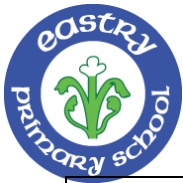




EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



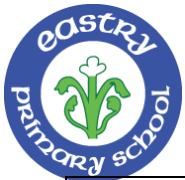
YEAR GROUP	3
SUBJECT	DT
KEY VOCABULARY	pneumatic system, prototype, product, design, purpose, technique, accurate, assemble, combine, slicing, spreading, existing product,
END POINTS KNOWLEDGE	<ul style="list-style-type: none"> • Begin to research others' needs (chocolate design and packaging: scrumdidlyumptious) • Show design meets a range of requirements • Describe purpose of product (moving monsters, chocolate designs) • Follow a given design criteria • Have at least one idea about how to create product (moving monsters, chocolate designs) • Create a plan which shows order, equipment and tools • Describe design using an accurately labelled sketch and words • Make design decisions • Explain how product will work (moving monsters) • Make a prototype (moving monsters) • Begin to use computers to show design • Select suitable tools/equipment, explain choices; begin to use them accurately • Select appropriate materials, fit for purpose. work through plan in order • Consider how good product will be (chocolate) • Begin to measure, mark out, cut and shape materials/components with some accuracy • Begin to assemble, join and combine materials and components with some accuracy • Begin to apply a range of finishing techniques with some accuracy <ul style="list-style-type: none"> • Look at design criteria while designing and making • Use design criteria to evaluate finished product • Say what I would change to make design better • Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose • Begin to understand by whom, when and where products were designed



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- Learn about some inventors/designers/engineers/chefs/manufacturers of ground -breaking product
- Use appropriate materials
- Work accurately to make cuts and holes
- Join materials
- Begin to make strong structures
- Use appropriate materials
- Select appropriate tools / techniques
- Alter product after checking, to make it better
- Begin to try new/different ideas
- Use simple lever and linkages to create movement
- Join different textiles in different ways
- Choose textiles considering appearance and functionality
- Begin to understand that a simple fabric shape can be used to make a 3D textiles project
- Carefully select ingredients
- Use equipment safely
- Make product look attractive
- Begin to understand food comes from UK and wider world
- Prepare and cook some dishes safely and hygienically
- Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking



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IT HELPS IF I ALREADY KNOW

- I have my own ideas and can plan what to do next.
- I know how to explain what I want to do and describe how I may do it.
- I know how to explain the purpose of a product, how it will work and how it will be suitable for the user.
- I know how to describe my design using pictures, words, models, diagrams.
- I know how to design products for myself and others following design criteria
- I know how to choose the best tools and materials, and explain my choices
- I can use my knowledge of existing products to produce ideas
- I am able to explain what I am making and why it fits the purpose
- I know how to Join materials/components together in different ways including how to; measure, mark out, cut and shape materials and components, with support.
- I know how to describe which tools I'm using and why
- I know how to work safely and hygienically
- I know how to describe what went well, linking this to my design criteria
- I know how to evaluate good existing products
- I know how to talk about what I would do differently if I were to do it again and why