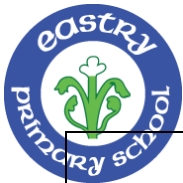




EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



| | |
|-----------------------------|---|
| YEAR GROUP | 5 |
| SUBJECT | DT |
| KEY VOCABULARY | research, engineer, criteria, resources, audience, aesthetics, refine, sustainable, component, precision |
| END POINTS KNOWLEDGE | <p>Expand my knowledge by using the internet and questionnaires for research and design ideas</p> <p>Know who the product is for: Consider needs/wants of individuals/groups when designing and ensure product is fit for purpose</p> <p>Create own design criteria</p> <p>Know how to produce a logical, realistic plan and explain it to others.</p> <p>Know how to use cross-sectional planning and annotated sketches</p> <p>Use my knowledge to make design decisions considering time and resources.</p> <p>Clearly explain how parts of product will work.</p> <p>Know how to model and refine design ideas by making prototypes and using pattern pieces.</p> <p>I know how to select and use tools/equipment with good level of precision</p> <p>I know which material is the most appropriate, fit for purpose; explain choices, considering functionality</p> <p>Create and follow detailed step by-step plan</p> <p>Use my knowledge to explain how product will appeal to an audience</p> <p>Accurately measure, mark out, cut and shape materials/components</p> <p>Accurately assemble, join and combine materials/components</p> <p>Accurately apply a range of finishing techniques Use techniques that involve a small number of steps</p> <p>I know how to evaluate ideas and finished product against specification, considering purpose and appearance.</p> <p>I know how to test and evaluate the final product.</p> <p>I can evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>I know through research how sustainable materials are.</p> |



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I know how to refine my product after testing.
With support I know how to use cams, pulleys or gears to create movement.

I know how to be safe / hygienic and follow own guidelines.

I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

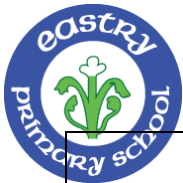
IT HELPS IF I ALREADY KNOW

Design

- I can research for design ideas
- I can show a design meets a range of requirements and is fit for purpose
- I can begin to create own design criteria
- I can have at least one idea about how to create product and suggest improvements for design.
- I can produce a plan and explain it to others say how realistic plan is.
- I can use an annotated sketch
- I can make and explain design decisions considering availability of resources
- I can explain how my product will work
- I can make a prototype.

Make

- I can select suitable tools and equipment and explain my choices in relation to required techniques and how to use accurately
- I can select appropriate materials, fit for purpose; explain choices
- I can work through a plan in order.
- I can realise if my product is going to be good quality
- I can measure, mark out, cut and shape materials/components with some accuracy
- I can assemble, join and combine materials and components with some accuracy apply a range of finishing techniques with some accuracy



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Evaluate

- I can refer to design criteria while designing and making
- I can use criteria to evaluate product
- I can begin to explain how I could improve original design
- I can evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose
- I can discuss by whom, when and where products were designed

Technical knowledge: materials / structures

- I can measure carefully to avoid mistakes.
- I can attempt to make the product strong
- I can continue working on product, even if original didn't work
- I can make a strong, stiff structure

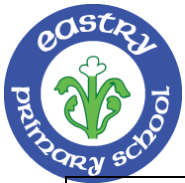
Technical knowledge: mechanisms

- I can select the most appropriate tools / techniques
- I can explain alterations to product after checking it
- I can grow in confidence about trying new / different ideas.
- I can use levers and linkages to create movement
- I can use pneumatics to create movement

Technical knowledge: Textiles

- I can begin to devise a template
- I can think about user when choosing textiles
- I can think about how to make a product strong
- I can explain how to join things in different ways
- I can understand that a simple fabric shape can be used to make a 3D textiles project

Technical knowledge: Food and nutrition



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- I can explain how to be safe/hygienic
- I can consider presenting product in interesting/ attractive ways
- I can understand that ingredients can be fresh, pre-cooked or processed Begin to understand about food being grown, reared or caught in the UK or wider world
- I can describe how a healthy diet variety / balance of food and drinks
- I can explain importance of food and drink for active, healthy bodies
- I can prepare and cook some dishes safely and hygienically
- I can use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Technical knowledge: Electrical systems

- I can use a number of components in circuit
- I can program a computer to control product