



Y3 design technology overview 2019-20 [Control mechanisms: moving monsters](#); [Structures: photo frames](#); [Architectural structures: V&A](#)

| DT Activity | Desired Skills | Approaches to Developing Skills | Desired Knowledge and Understanding | Approaches Developing Knowledge and Understanding | Curricula Materials | Assessed through (T1 T2 T3) | | |
|-------------------------------------|--|--|---|---|--|---|---|--|
| | | | | | | Exploring Creating | Responding Evaluating | Designing |
| Responding | <ul style="list-style-type: none"> Discuss observed pieces Follow guidance from tutor (techniques, top-tips) Experiment with own designs, compositions and constructions Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | <ul style="list-style-type: none"> Class/group tuition with technical guidance | <ul style="list-style-type: none"> Understanding history/origins of artists, craft makers, designers, architects, engineers | <ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on history/origins etc and masterpieces from masters in their fields | TERM1: Unit 3c Control : mechanisms: moving monsters (link to English: traditional tales) <ul style="list-style-type: none"> Develop an understanding of simple pneumatic systems relating their work in the classroom to products in the wider world Work as part of a team to design and make a model of a monster that incorporates two or more moving parts controlled effectively by pneumatic systems, taking account of available resources RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing | Most children will be able to... (working at) | Some children will not yet be able to...(working towards) | Some children are confidently able to... (exceeding) |
| Exploring | <ul style="list-style-type: none"> Know about great artists, craft makers, designers, architects, engineers Explore sketch books of professional designers. Make comparisons between genres Understand historical and cultural development of design technology | <ul style="list-style-type: none"> Class/group tuition with reference to historical information, images | <ul style="list-style-type: none"> Understanding history of art forms and purpose Understanding how design technology reflects a community/ culture | <ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/ individual opportunities to create compositions | | | | |
| Designing/ Technical knowledge | <ul style="list-style-type: none"> Keep sketch book (creative journal, visual diary) Record observations apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products Plan/ explore/ experiment with designs | <ul style="list-style-type: none"> Class/group sketching activities | <ul style="list-style-type: none"> Understand it keeps their traditions alive Understand how design technology in cultures/ communities is used (functional, spiritual, worship, rites of passage, wellbeing) | <ul style="list-style-type: none"> Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected | TERM3: <ul style="list-style-type: none"> Architectural structures V&A video clips/ images of masterpieces Materials for group composition (i-Pads, collage materials, pencils/ink drawing) Research websites for project/ visit to museum Sketch books RE ART DAY WHOLE SCHOOL: Worship: Music instrument | | | |
| Creating | <ul style="list-style-type: none"> Compose own composition/construction following planned design Generate, develop, model Compose in more than medium (food, textile, paper, clay, metal, wood) 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 | <ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli | | | | | | |
| Critically Observing/ Evaluating | <ul style="list-style-type: none"> Investigate and analyse a range of existing products understand how key events and individuals in design and technology have helped shape the world Observe someone else's chosen design piece/ constructions Critically evaluate own compositions/ construction against design criteria evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <ul style="list-style-type: none"> Observational opportunities to be part of each lesson | | | | | | |
| SMSC | <ul style="list-style-type: none"> Research in pairs or individually according to given briefs wider knowledge of Y3 design technology curriculum Enjoyment and relaxation design technology can offer | <ul style="list-style-type: none"> Research using given websites and finding own information | | | | | | |