Y3 DT 'I can' statements for assessment January 2020

	YEAR 3
Developing, planning and communicating ideas	• I can make sensible choices as to which material to use for my constructions • I can develop my own ideas from initial starting points • I can incorporate some type of movement into models • I can consider how to improve their construction
ASSESSMENT	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 'Can I show that my design meets a range of requirements?' 'Can I put together a step-by-step plan which shows the order and also what equipment and tools I need?' 'Can I describe my design using an accurately labelled sketch and words?' 'How realistic is my plan?'
Working with tools, equipment, materials and components to make quality products	MATERIALS I use the most appropriate materials I can work accurately to make cuts and holes I can join materials I select the most appropriate materials I can use a range of techniques to shape and mould I use finishing techniques TEXTILES I can join textiles of different types in different ways I can choose textiles both for their appearance and also qualities ELECTRICAL and MECHANICAL COMPONENTS I select the most appropriate tools and techniques to use for a given task I can make a product which uses both electrical and mechanical components I can use a simple circuit I can use a number of components
ASSESSMENT	Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately 'Can I use equipment and tools 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 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors Apply understanding of computing to programme, monitor and control their products
Evaluating processes and products	I can explain why I chose a certain textile
ASSESSMENT	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 'What did I change which made my design even better?' Understand how key events and individuals in design and technology have helped shape the world
Cooking and nutrition	I can choose the right ingredients for a product I can use equipment safely I can make sure that my product looks attractive I can describe how my combined ingredients come together I can set out to grow plants such as cress and herbs from seed with the intention of using them for my food product
ASSESSMENT	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed