



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 	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 	<ul style="list-style-type: none"> Group research on history/origins etc and masterpieces from masters in their fields 				
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 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"> Understanding how design technology reflects a community/ culture Understand it keeps their traditions alive 	<ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/ individual opportunities to create compositions 	TERM2: <ul style="list-style-type: none"> Unit 3d Structures: photo frames (link to art topic) video clips of examples Consider a great range of ways of making structures stable, justified their choices when making their frames and created a frame that matches their design criteria Consider a variety of ideas for shape, finish and appearance and will have drawn some of these before making Evaluate their frames in relation to their design criteria RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden			
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 & components, incl construction materials, textiles & ingredients, according to functional properties & aesthetic qualities 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli 	<ul style="list-style-type: none"> 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 				
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 			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			
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 DT curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation DT can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in DT studied Opportunities to/ willingness to explore and understand DT from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Research using given websites and finding own information 						