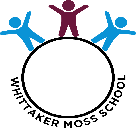
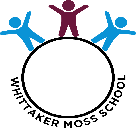
**Knowledge and Skills Map – Design Technology - Year 3**



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| **Developing, Planning and Communicating Ideas** | **Working with Tools, Equipment, Materials and Components to Make Products** | **Evaluating Processes and Products** |
| * Can they plan their design using accurate diagrams and information? * Can they plan the equipment/tools needed and give reasons why? * Can they start to order the main stages of making their product? * Can they identify a design criterion and establish a purpose/audience for their product? * How realistic are their plans? E.g., tools, equipment, materials, components. | * Can they use equipment and tool accurately and safely? * Can they select the most appropriate materials, tools and techniques to use? * Can they manipulate materials using a range of tools and equipment? * Can they measure, cut and assemble with increasing accuracy? | * Can they start to think about their ideas as they make progress and be willing to make changes if this helps them to improve their work? * Can they assess how well their product works in relation to the purpose? * Can they explain how they could change their design to make it better? |
| **Mechanisms** | **Construction and Use of Materials** | **Textiles** |
| * Can they make a product which uses mechanical components? * Can they use a range of components? E.g., levers, linkages and pneumatic systems | * Can they join materials effectively to build a product? * Can they use a range of techniques to shape and mould materials? * Can they use finishing techniques? E.g. sanding, varnishing, glazing etc | * Can they join textiles of different types in a range of ways? * Can they choose textiles both for their appearance and qualities? * Can they begin to use a range of simple stitches? * Can they use fabric to build an image? * Can they add details to a piece of work? * Can they add texture to a piece of work? |

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| **Greater Depth** |
| * Can children demonstrate a creative response to the problem? * Can children stick rigidly to the brief and consider the end user’s needs and preferences throughout the process * Can the child think deeply and critically about other products and also about their own product? * Can the child amend their product as they go to improve its outcome? |