



Coleman Primary School
Year 3 Summer 1 Knowledge Organiser
Design & Technology—Moving Monsters

Key Vocabulary: Moving Monsters

flexible tubing: a length of plastic tube that moves easily	pneumatic system: using air (usually compressed air) to make things move
balloon: a rubber bag which can be inflated to get bigger	hinge: a moveable mechanism which allows something to open or close
inflate: to fill with air or gas	evaluate: to think about your design

Examples of Monsters



What we will know

To know how simple pneumatic systems work

To know how to work as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system.

To know how to evaluate their their design and final product and conclude how it could be improved



painting



decorating



testing



Health and Safety

- Never inflate someone else's monster

DT Skill Progression: In Year 2 you were...Continuing to design purposeful, functional appealing products for themselves and other users based on design criteria; Continuing to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; Continuing to generate, develop, model and communicate your ideas through talking, drawing, templates, mock ups and ICT; Continuing to select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing; Beginning to evaluate ideas and products against success criteria; Continuing to build structures, exploring how they can be made stronger, stiffer and more stable.

In Year 3 you will be...Begin to 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; Begin to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional qualities and aesthetic qualities; Begin to generate, develop, model and communicate their ideas through discussion and annotated sketches; Begin to select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing; Begin to evaluate ideas and products against own design criteria and consider the views of others to improve work; Begin to apply understanding of how to strengthen, stiffen and reinforce more complex structures.