

Inspiring and enabling our school community to live life to the full



YEAR 3

Subject: DT
Unit: Structures - Board Games

Our DT Curriculum gives children the opportunity to develop skills, knowledge and understanding through designing and making functional products for a range of different users. They learn about key inventions and designers. Children are encouraged to think creatively and produce innovative designs as they explore the designed and made world in which they live.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

- Year 1 and 2 – cutting, folding and joining card
- Year 2 - How to use prototypes/ pre-made systems to test prior to making

Key Vocabulary taught in this unit:

Board, pieces, counters, score, fold, net, 3D shapes: cube, square based pyramid, prototype

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Design 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 - Design a game for a child in Year 3 to revise an area of learning.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design – Draw and annotate a design for their board game. Plan to use appropriate equipment, components and techniques. Plan the order of work for making their game. Practise making 3D shapes prior to making their board game.

Make 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 Use pre-drawn nets to make 3-d card pieces for their board game. Cut, score and fold card accurately.

Evaluate Investigate and analyse a range of existing products - Trial current marketed games and games with errors to discuss and evaluate successful and unsuccessful elements of games

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Play completed board games with another group to evaluate the success of the design. Evaluate how well their game helps a Year 3 child to revise an area of learning. Suggest where their board game could be changed for the better.

Understand how key events and individuals in design and technology have helped shape the world- Research the history of board games

Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures -Know how to strengthen/stiffen the card used to make their board games (eg by gluing several layers together or adding a lollypop stick behind)

Impact / Outcome:

What will the final product / result be?

Design brief: Design and make an educational board game to help a Year 3 child revise a topic in Year 3

P4C Inquiry (where appropriate) n/a

