

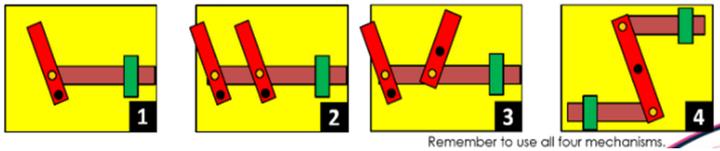
# Woodley Primary School – Knowledge Organiser

<b>Design &amp; Technology Focus:</b>	Links & Levers	Year 4	Spring
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Key Vocabulary	
Spelling	Definition
Mechanism	Slider, lever, pivot, slot, bridge/guide
Materials	Card, masking tape, paper fastener, join
Mechanism action	Pull, push, up, down, straight, curve, forwards, backwards
Skills used	Design, make, evaluate, user, purpose, ideas, design criteria

Possible Experiences
(Any visits, experiments, guest speakers, curriculum days, home / school projects etc.)

### How will it work?



What I will know at the end of the unit	
Objectives & Key Skills for the unit:	<p><b>Designing</b> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p><b>Making</b> Plan by suggesting what to do next Select and use tools, explaining their choices, to cut, shape and join paper and card Use simple finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating</b> Explore a range of existing books and everyday products that use simple sliders and levers Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p><b>Technical knowledge and understanding</b> Explore and use sliders and levers Understand that different mechanisms produce different types of movement Know and use technical vocabulary relevant to the project.</p>
Facts:	<p>Be able to generate ideas based on simple design criteria and explaining what they could make Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Be able to use mechanisms such as flaps, sliders and levers. Have experience of basic cutting, joining and finishing techniques with paper and card.</p>

Prior Knowledge What I should already know ...	
EYFS:	<p>Assembled vehicles with moving wheels using construction kits. Explore moving vehicles through play. Gained some experience of designing, making and evaluating products for a specified user and purpose. Developed some cutting, joining and finishing skills with card.</p>
Year 1:	<p><b>Designing</b> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p><b>Making</b> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p><b>Evaluating</b> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p> <p><b>Technical knowledge and understanding</b> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>
Year 2:	<p><b>Designing</b> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p><b>Making</b> Plan by suggesting what to do next Select and use tools, explaining their choices, to cut, shape and join paper and card Use simple finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating</b> Explore a range of existing books and everyday products that use simple sliders and levers Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p><b>Technical knowledge and understanding</b> Explore and use sliders and levers Understand that different mechanisms produce different types of movement Know and use technical vocabulary relevant to the project.</p>

