

Our Intent is: To support our pupils in answering the question, "How do we design, make and evaluate solutions to real and relevant problems?" Using creativity and innovation, we inspire pupils to develop skills which impact on daily life.



Forton Primary School Design and Technology

Clougha Class
Summer 2
Year A

Key Concept: Mechanical systems

Focus: Pneumatics

Key Question: How does the air cause movement?

N.C. LINKS:

When designing and making, pupils should be taught to: **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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **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
- **Evaluate**
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge**
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

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	<ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
<p>Unit Overview: To design and make a pneumatic system to make a toy move.</p>	<p>Vocabulary:</p> <p>components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener</p> <p>pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight</p> <p>linear, rotary, oscillating, reciprocating</p> <p>user, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate</p>
<p>Possible Outcome: tipper truck jack-in-the-box class display moving creature shop window display moving toy</p>	
<p>Intended User: themselves peers younger children older children shoppers visitor to school</p>	
<p>. Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Explored simple mechanisms, such as sliders and levers, and simple structures. • Learnt how materials can be joined to allow movement. • Joined and combined materials using simple tools and techniques.

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Key Skills (Disciplinary)

Designing

- Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.
- Select from and use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and analyse books, videos and products with pneumatic mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

Technical knowledge and understanding

- Understand and use pneumatic mechanisms.
- Know and use technical vocabulary relevant to the project.

Sequence of Lessons:

1. Investigative and Evaluative Activities

- Children investigate, analyse and evaluate familiar objects that use air to make them work e.g. bicycle pump, balloon, inflatable swimming aids, foot pump for inflating an air bed. *What does the air do? How has it been used in the design of these products? How can air be used to move heavy objects?*

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- Construct a simple pneumatic system by joining a balloon to 5mm tubing and then to a washing-up liquid bottle. *What happens to the air when you squeeze the bottle? What happens when you let go? Can you lift a soft toy or a note pad using a balloon?*
- Demonstrate lifting an object and ask the children to think about ways in which this might be used in a product. *Who might it be for? What is its purpose? What part moved and how did it move? What materials have been used? How effective do you think it is and why? What else could move?*
- Demonstrate a range of pneumatic mechanisms using prepared teaching aids including two syringes joined by plastic tubing; three syringes connected using a T-connector and using different sized syringes. Ask the children: *What happens when the plunger of one syringe is pressed in? Why do the syringes move at different speeds?* Note: take care as the syringe may come out with force. Discuss why, when pressing a large syringe, it can take time and feel 'squishy' before the smaller syringe is moved.

2. Focused Tasks

- Demonstrate how to assemble the systems using syringes, tubing, balloons and plastic bottles. Introduce ways in which pneumatic systems can be used to operate levers.
- Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques.
- Provide the materials and ask the children to try out and draw the three systems they have been shown: a) Balloon connected to a washing-up liquid bottle. *What happens when you squeeze the bottle? What happens when you let go?* b) Two syringes of the same size connected together. *What happens when you press the plunger of one syringe down? How far does the other syringe move?* c) Two syringes of different sizes connected together. *How far do these syringes move when pressed?*

Note: take care as the syringe may come out with force.

3. Design, Make and Evaluate Assignment

- Develop a design brief with the children within a context which is authentic and meaningful.
- Discuss with children the purpose of the products they will be designing and making and who the products will be for. Ask the children to generate a range of ideas, encouraging creative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's products.
- Using annotated sketches and prototypes, ask the children to develop, model and communicate their ideas.
- Ask the children to consider the main stages in making before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs.

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- Evaluate the final products against the intended purpose and with the intended user, where safe and practical, drawing on the design criteria previously agreed.

Enhancements: N/A

End of Unit Outcome: A moving toy.