



Design and Technology overview Year A 2016-17

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2						
Year 1 & 2	Funny Bones	Awesome Animals	Take a Painting	Plant Power	Superheroes	Habitats? (It's a Wild World?)
	<p>Cooking and Nutrition</p> <p>Skills Year 1:</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p> <p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate their product by discussing how well</p>	<p>Art and Design</p>	<p>Art and Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction</p>	<p>Design Make Evaluate (see T3) Cooking and Nutrition- design and make a fruit salad/ plant related product</p> <p>Skills Year 1:</p> <p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Develop their design ideas applying findings from their earlier research.</p> <p>Make their design using appropriate techniques.</p>	<p>Design Make Evaluate (see T3) AND Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.--mechanisms -levers/ slides/wheels/axles -rocket launcher -design a vehicle for a superhero.</p> <p>Skills Year 1:</p> <p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p>	<p>Art and Design</p>

	<p>it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Skills Year 2:</p> <p>Make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Use hand tools, with support, safely and appropriately.</p> <p>Begin to Assemble, join and combine materials in order to make a product.</p> <p>Follow safe procedures for food safety and hygiene</p>		<p>materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria make a frame? -woodwork</p>	<p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Skills Year 2:</p> <p>Generate ideas by drawing on their own and other people's experiences.</p>	<p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p> <p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools <i>eg scissors and a hole punch</i> safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p>	
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	<p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>			<p>Develop their design ideas through discussion, observation drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Use hand tools, with support, safely and appropriately.</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Skills Year 2:</p> <p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p>	
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				Talk about their ideas, saying what they like and dislike about them.	<p>Measure, cut and score with some accuracy.</p> <p>Use hand tools, with support, safely and appropriately.</p> <p>Begin to Assemble, join and combine materials in order to make a product.</p> <p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>	
Year 3 & 4	Funny Bones	Wicked Warminster	Savage Stone Age	Rotten Romans	Art Attack	Pen Pals
	<p>Cooking & Nutrition</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	Art and Design	Art and Design	<p>Design and make roman chariot</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design:</u> _use research and develop design criteria</p>	Art and Design	<p>Design and make finger puppets (linked to text)</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design:</u> _use research and develop design criteria</p>

	<p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Skills Year 3:</p> <p>Plan the order of their work before starting.</p> <p>Make drawings with labels when designing.</p> <p>Select tools and techniques for making their product.</p> <p>Begin to work safely and accurately with a range of simple tools.</p> <p>Demonstrate hygienic food preparation and storage.</p> <p>Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose.</i></p> <p>Skills Year 4:</p> <p>Generate ideas, considering the purposes for which they are designing.</p>			<p>to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><u>Evaluate:</u></p>		<p>to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><u>Evaluate:</u></p>
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	<p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Select appropriate tools and techniques for making their product.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens.</i></p> <p>Evaluate their work both during and at the end of the assignment.</p>			<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical knowledge</u></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>apply their understanding of computing to program, monitor and control their products????</p> <p>Skills Year 3:</p> <p>Generate ideas for an item, considering its purpose and user(s).</p>		<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Year 3:</p> <p>Generate ideas for an item, considering its purpose and user(s).</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Make drawings with labels when designing.</p>
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				<p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Make drawings with labels when designing.</p> <p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Begin to work safely and accurately with a range of simple tools.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Begin to use finishing techniques strengthen and improve the appearance of their product using a range of equipment.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Begin to work safely and accurately with a range of simple tools.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Begin to use finishing techniques strengthen and improve the appearance of their product using a range of equipment.</p> <p>Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose.</i></p> <p>Disassemble and evaluate familiar products.</p> <p>Year 4:</p>
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				<p>Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose.</i></p> <p>Skills Year 4:</p> <p>Generate ideas, considering the purposes for which they are designing.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools,</p>		<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Work safely and accurately with a range of simple tools.</p>
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				<p>equipment and techniques.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products by carrying out appropriate tests.</p>		<p>Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products by carrying out appropriate tests.</p>
Year 5 & 6	INVADERS	Feliz Navidad	SOS	Heroes and Villains	To Infinity and Beyond	It's Show time
	<p>Shields/ longboats</p> <p>Skills Year 5:</p> <p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p>	Art and Design	<p>Making working volcanoes.</p> <p>Skills Year 5:</p> <p>Generate ideas through brainstorming and identify a purpose for their product.</p>	Art and Design	Art and Design	<p>Stage set/ lighting rig. Understand and use electrical systems in their products.</p> <p>Year 5:</p> <p>Generate ideas through brainstorming and identify a purpose for their product.</p>

	<p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately .</p> <p>Cut and join with accuracy to ensure a good-quality .</p> <p>Confidently use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p>		<p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately .</p> <p>Cut and join with accuracy to ensure a good-quality .</p> <p>Confidently use finishing techniques strengthen and improve the appearance of their</p>			<p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately .</p> <p>Cut and join with accuracy to ensure a good-quality .</p> <p>Confidently use finishing techniques strengthen and improve the appearance of their</p>
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	<p>Think about their ideas as they make progress and be willing change things to improve their work.</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Skills Year 6:</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Communicate ideas through detailed, labelled drawings.</p> <p>Select appropriate tools, materials, components and techniques.</p>		<p>product using a range of equipment</p> <p>Think about their ideas as they make progress and be willing change things to improve their work.</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Skills Year 6:</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Communicate ideas through detailed, labelled drawings.</p> <p>Select appropriate tools, materials,</p>			<p>product using a range of equipment</p> <p>Think about their ideas as they make progress and be willing change things to improve their work.</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Year 6:</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Communicate ideas through detailed, labelled drawings.</p> <p>Select appropriate tools, materials,</p>
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	<p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels.</p>		<p>components and techniques.</p> <p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels.</p>			<p>components and techniques.</p> <p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels.</p>
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	Design and Technology overview Year B 2015-16					
FS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 & 2	Time Travellers	Winter Wonderland	Once Upon a time...	Space	Space	Seasides ?
	<p>Art and Design</p>	<p>Art and Design</p>	<p>Cooking and Nutrition Puppets – textiles? Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Design and make moon buggies</p> <p>Skills Year 1: Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Develop their design ideas applying findings from their earlier research. Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Use tools <i>eg scissors and a hole punch</i> safely. Assemble, join and combine materials and</p>	<p>Art and Design</p>	<p>Boats</p> <p>Skills Year 1: Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Develop their design ideas applying findings from their earlier research. Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Use tools <i>eg scissors and a hole punch</i> safely. Assemble, join and combine materials and components together</p>

			<p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Skills Year 1:</p> <p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Develop their design ideas applying findings from their earlier research.</p> <p>Make their design using appropriate techniques.</p>	<p>components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Skills Year 2:</p> <p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation drawing and modelling.</p>		<p>using a variety of temporary methods e.g. glues or masking tape.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Skills Year 2:</p> <p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation drawing and modelling.</p>
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			<p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools <i>e.g. scissors and a hole punch</i> safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Skills Year 2:</p> <p>Generate ideas by drawing on their own</p>	<p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools, with support, safely and appropriately.</p> <p>Begin to Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to create a flat piece.</p> <p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed,</p>		<p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools, with support, safely and appropriately.</p> <p>Begin to Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to create a flat piece.</p> <p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed,</p>
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			<p>and other people's experiences.</p> <p>Develop their design ideas through discussion, observation drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools, with support, safely and appropriately.</p> <p>Begin to Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to create a flat piece.</p>	<p>identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>		<p>identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them</p>
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			<p>Use basic sewing techniques.</p> <p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>			
Year 3 & 4	Tomb Raiders	The Power Cut	Terrible Tudors	Terrible Tudors	Killer Plants	Environment
	Art and Design	<p>Design and make robots with eyes that light up</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design:</u></p> <p>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</p>	Art and Design ?	DT ?	?	?

		<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><u>Evaluate:</u></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and</p>				
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		<p>consider the views of others to improve their work</p> <p><u>Technical knowledge</u></p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products????</p>				
Year 5 & 6	Time Detectives	Time Detectives cont...It's A Party	Lost!	The Big Bang	Awesome Aztecs	Choices
	Art and Design	<p>Design masks. Understand and use mechanical systems in their products.</p> <p>Skills Year 5:</p> <p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment</p>	Art and Design	<p>Art and Design</p> <p>Make own fossils</p>	<p>DT</p> <p>Make a simple garment. Link to printing in Art and Design.</p> <p>Skills Year 5:</p> <p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment</p>	<p>Healthy diet. Prepare and cook savoury dishes</p> <p>Skills Year 5:</p> <p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and</p>

		<p>and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately .</p> <p>Cut and join with accuracy to ensure a good-quality .</p> <p>Confidently use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Think about their ideas as they make progress and be willing change things to improve their work.</p>			<p>and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately .</p> <p>Cut and join with accuracy to ensure a good-quality .</p> <p>Make a simple garment, following a simple guide.</p> <p>Confidently use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p>	<p>suggesting alternative methods of making if the first attempt fails.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Use skills in using different tools and equipment safely and accurately .</p> <p>Weigh and measure accurately (time, dry ingredients, liquids) .</p> <p>Think about their ideas as they make progress and be willing change things to improve their work.</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Skills Year 6:</p>
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		<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Skills Year 6:</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Communicate ideas through detailed, labelled drawings.</p> <p>Select appropriate tools, materials, components and techniques.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques. Pin, sew and stitch materials together</p>			<p>Think about their ideas as they make progress and be willing change things to improve their work.</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Skills Year 6:</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Communicate ideas through detailed, labelled drawings.</p> <p>Select appropriate tools, materials, components and techniques.</p> <p>Use tools safely and accurately.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for</p>	<p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Communicate ideas through detailed, labelled drawings.</p> <p>Select appropriate tools, materials, components and techniques.</p> <p>Use tools safely and accurately.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for</p>
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		<p>create a product of own design.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels.</p>			<p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques. Pin, sew and stitch materials together create a product of own design.</p> <p>Apply previously acquired techniques to achieve a quality product.</p> <p>Make modifications as they go along.</p> <p>Evaluate their products against original design specification, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels</p>	<p>development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels.</p>
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