

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Curriculum Intent Grid - Design & Technology

| MONTH BANDS                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>3 and 4 year olds</b>    | <ul style="list-style-type: none"><li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li></ul> |
| <b>Reception</b>            | <ul style="list-style-type: none"><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li></ul>                                                                                                                                                                                                                                  |
| <b>Early Learning Goals</b> | <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>• Share their creations, explaining the process they have used;</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>                                                                                                         |

# Year 1

| Unit                                                     | Design                                                                                                                                                                                                                       | Make                                                                                                                                                                                                                                                                                                                                                                                                                                            | Technical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluate                                                                                                                                                                                                                                          |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Construct a house for the three little pigs (structures) | <ul style="list-style-type: none"> <li>Including individual preferences and requirements in a design.</li> <li>Design a house for the 3 little pigs</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Making stable structures from card, tape and glue</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Learning how to turn 2D nets into 3D structures</li> <li>To know that a structure is something that has been made and put together</li> </ul>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |
| Puppets-textiles                                         | <ul style="list-style-type: none"> <li>Design a puppet and use a template.</li> <li>To know that drawing a design idea is useful to see how an idea will look.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Decorate a puppet to match their design</li> <li>Sequencing steps for construction.</li> </ul>                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Join fabrics together using pins, staples or glue.</li> <li>Cutting fabric neatly with scissors.</li> <li>Know that 'joining technique' means connecting two pieces of material together.</li> <li>To understand that different techniques for joining materials can be used for different purposes.</li> <li>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> </ul> |                                                                                                                                                                                                                                                   |
| Moving vehicle-Mechanisms                                | <ul style="list-style-type: none"> <li>Design a moving vehicle that includes functioning wheels, axles and axle holders.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Make a moving vehicle with working wheels and axles</li> </ul>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Identify what mechanism makes a toy or vehicle roll forwards</li> <li>Know that in order for a wheel to move it must be attached to an axle</li> <li>Draw and label a diagram of an axle, wheel and axle holder</li> <li>Know some real life items which use axles apart from cars.</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>Explain what must be changed if there are any operational issues</li> <li>Test mechanisms, identifying what stops wheels from turning</li> <li>Fix or adapt a design so that the wheel can move</li> </ul> |
| ongoing                                                  | <ul style="list-style-type: none"> <li>Learn the importance of a clear design criteria.</li> <li>Design purposeful, functional, appealing products for themselves or other users based on design criteria ongoing</li> </ul> | <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria</li> <li>Reflecting on a finished product, explaining likes and dislikes.</li> <li>Identify problems with designs.</li> </ul>                    |

| Sig Below                                                    | Below                                                                                               | Just At                                                                                           | Securely At                                                                                        | Above                                                                                  | Sig Above                                                                                                       |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Working within the curriculum below that of their year group | Working within the curriculum for their year group but unlikely to achieve end of year expectations | Working within the curriculum for their year group but likely to achieve end of year expectations | Working within the curriculum for their year group and certain to achieve end of year expectations | Working within the curriculum for their year group and likely to achieve greater depth | Working within the curriculum above that of their year group<br><u>This will not be used in our assessments</u> |

## Year 2

| Unit                                  | Design                                                                                                                                                           | Make                                                                                                                                                                                                                                                                                                                                                                                                    | Technical knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluate                                                                                                                                                                                                                                                                       |
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| Making healthy wraps-food             | <p>Think of four different wrap ideas, considering flavour combinations.</p> <p>Design a healthy wrap based on a food combination which works well together.</p> | <p>Construct a wrap that meets the design brief and their plan.</p>                                                                                                                                                                                                                                                                                                                                     | <p>Slice food safely using the bridge or claw grip</p> <p>Describe the information that should be included on a label.</p> <p>Name the main food groups and identify foods that belong to each group.</p> <p>Describe the taste, texture and smell of a given food.</p> <p>To understand what makes a balanced diet.</p> <p>Understand that we should eat a range of different foods from each food group</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> | <p>Taste testing food combinations and final products.</p>                                                                                                                                                                                                                     |
| Make a chair for baby bear-structures | <p>Generate and communicate ideas using sketching and modelling.</p>                                                                                             | <p>Produce a model that supports a teddy, using the appropriate materials and construction techniques.</p> <p>Work independently to make a stable structure, following a demonstration</p> <p>Make a structure according to design criteria.</p> <p>Build a strong and stiff structure by folding paper.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> | <p>Identify stable and unstable structural shapes.</p> <p>Identify features that make a chair stable</p> <p>Learn about different types of structures, found in the natural world and in everyday objects.</p> <p>Create joints and structures from paper/card and tape.</p>                                                                                                                                                                                                                  | <p>Test the strength of their own structures.</p> <p>Evaluate the strength, stiffness and stability of their own structure.</p> <p>Explain how they made their model strong, stiff and stable</p> <p>Explain why their model is suitable for a purpose (baby bear's chair)</p> |
| Make a ferris wheel-mechanisms        | <p>Design and label a ferris wheel.</p> <p>Consider the materials, shape, construction and mechanisms of their wheel.</p>                                        | <p>Build and test a stable structure with a rotating wheel.</p> <p>Follow a design plan to make a completed model of the wheel.</p> <p>Select relevant equipment to make a fairground wheel.</p>                                                                                                                                                                                                        | <p>Selecting a suitable linkage system to produce the desired motions.</p> <p>Know features of a ferris wheel.</p>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |
| ongoing                               | <p>Consider the designs of others and make comments about their practicality or appeal.</p> <p>Follow a design brief.</p>                                        | <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ongoing</p> <p>Select from and use a range of tools and equipment to perform practical tasks ongoing</p>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Evaluate their product against a design criteria</p> <p>Test and adapt their designs as necessary.</p> <p>Evaluate different designs.</p>                                                                                                                                   |

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| <p>End of Key Stage Statements</p> | <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.<br/>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate information and communication technology.</p> | <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br/>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> | <p>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>explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> |
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| <p><b>Sig Below</b></p>                                             | <p><b>Below</b></p>                                                                                        | <p><b>Just At</b></p>                                                                                    | <p><b>Securely At</b></p>                                                                                 | <p><b>Above</b></p>                                                                           | <p><b>Sig Above</b></p>                                                                                                 |
| <p>Working within the curriculum below that of their year group</p> | <p>Working within the curriculum for their year group but unlikely to achieve end of year expectations</p> | <p>Working within the curriculum for their year group but likely to achieve end of year expectations</p> | <p>Working within the curriculum for their year group and certain to achieve end of year expectations</p> | <p>Working within the curriculum for their year group and likely to achieve greater depth</p> | <p>Working within the curriculum above that of their year group<br/><u>This will not be used in our assessments</u></p> |

# Year 3

| Unit                              | Design                                                                                                                                                                                                                                 | Make                                                                                                                                                                                                                                                                                                                                                                                                                        | Technical knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluate                                                                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Eating Seasonally-                | <ul style="list-style-type: none"> <li>Design a savoury tart using seasonal ingredients.</li> <li>To create a recipe that is healthy and nutritious using seasonal vegetables.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Following the instructions within a recipe.</li> <li>Make a healthy tart using seasonal vegetables.</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Use cooking equipment safely</li> <li>Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.</li> <li>Understand that fruits and vegetables grow in different countries based on their climates.</li> <li>Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.</li> <li>Know that eating seasonal fruit and vegetables has a positive effect on the environment.</li> <li>To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</li> </ul> | <ul style="list-style-type: none"> <li>Establishing and using design criteria to help test and review dishes.</li> </ul>                                                                                                                                                     |
| Mechanical systems - slingshots   | <ul style="list-style-type: none"> <li>Design a shape that is suitable for the project.</li> <li>Personalising a design.</li> <li>communicate their ideas through annotated sketches, cross-sectional and exploded diagrams</li> </ul> | <ul style="list-style-type: none"> <li>Work independently to produce an accurate, functioning car chassis.</li> <li>Making a model based on a chosen design.</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.</li> <li>Construct car bodies effectively.</li> <li>Measuring, marking, cutting and assembling with increasing accuracy.</li> <li>To know key individuals and the development of automobiles.</li> <li>To create a timeline to explain how car designs have changed over time.</li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Conduct a trial accurately and draw conclusions and improvements from the results.</li> <li>Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> </ul> |
| Digital World - Electronic Charms | <ul style="list-style-type: none"> <li>Suggest a feature from the Micro:bit that is suitable for an eCharm.</li> <li>Suggest key features for a pouch, with some consideration for the overall theme and the user.</li> </ul>          | <ul style="list-style-type: none"> <li>Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed</li> <li>Use a template when cutting and assembling a pouch, with some support.</li> <li>Follow basic design requirements using computer-aided design, (CAD) drawing at least one shape with a text box and bright colours, following a demonstration.</li> </ul> | <ul style="list-style-type: none"> <li>Give a brief explanation of the digital revolution and/or remember key examples.</li> <li>Explain the basic functionality of their finished program.</li> <li>To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Identify errors, if testing is unsuccessful, by comparing their code to a correct example.</li> </ul>                                                                                                                                 |
| Ongoing                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Suggest improvements to designs.</li> </ul>                                                                                                                                                                                           |

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# Year 4

| Unit                         | Design                                                                                                                             | Make                                                                                                                                                                                                                                      | Technical knowledge                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                    | Evaluate                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Structures- castles          | Design a castle with key features which satisfy a given purpose.<br><br>Draw the design of my castle using 2D shapes and labelling | Construct my castle to meet the requirements of my brief                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Score or cut along lines on the net of a 2D shape</li> <li>Use glue to securely assemble geometric shapes.</li> <li>Utilise skills to build a complex structure from simple geometric shapes.</li> <li>To understand the importance of strength and stiffness in structures.</li> </ul>                                   |                                                                                                                                                                                                                                                                                                                                                                    | Evaluate my castle and the work of others.                                                                                |
| Electrical systems – torches | Design a torch which satisfies both the design and success criteria.                                                               | <ul style="list-style-type: none"> <li>Help to make a working switch</li> <li>Making a torch with a working electrical circuit and switch.</li> <li>Assembling a torch according to the design and success criteria.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Identify electrical products and explain why they are useful.</li> <li>Identify the features of a torch and how it works</li> <li>To learn about electrical items and how they work</li> <li>To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                    | Describe what makes a torch successful.<br><br>Evaluate electrical products.<br><br>Test my torch to evaluate its success |
| Textiles - fastenings        | Write design criteria and design a sleeve that satisfies the criteria.<br><br>Design a personalised book sleeve.                   | <ul style="list-style-type: none"> <li>Make and test template for their book sleeve.</li> <li>Assemble their case using chosen stitch.</li> <li>Make a book jacket that satisfies a chosen criteria</li> </ul>                            | <ul style="list-style-type: none"> <li>Measuring, marking and cutting fabric using a paper template.</li> <li>Selecting a stitch style to join fabric.</li> <li>Incorporating a fastening to a design</li> </ul>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                    | Identify the features, benefits and disadvantages of a range of fastening                                                 |
| ongoing                      | To design a product to fit a set of specific user needs.                                                                           |                                                                                                                                                                                                                                           | Investigate and analyse a range of existing products                                                                                                                                                                                                                                                                                                             | Create suitable designs that fit the success criteria and their own design criteria<br><br>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.<br><br>Testing and evaluating an end product against the original design criteria.<br><br>Suggesting modifications for improvement. |                                                                                                                           |

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# Year 5

| Unit                                        | Design                                                                                                                                                                                                                                                                                                                                          | Make                                                                                                                                                                                                                                                                                                                                                              | Technical knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                               | evaluate                                                              |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Textiles-<br>Stuffed<br>toys                | <ul style="list-style-type: none"> <li>Design a stuffed toy, considering the main component shapes of their toy.</li> </ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Create an appropriate template for their stuffed toy.</li> </ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Join two pieces of fabric using a blanket stitch.</li> <li>Neatly cut out their fabric.</li> <li>Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li> <li>Use blanket stitch to assemble their stuffed toy, repairing when needed.</li> <li>Measuring, marking and cutting fabric accurately and independently.</li> </ul>                                                                                                      |                                                                                                                                                                                                                               |                                                                       |
| Mechanical<br>systems-<br>pop up<br>books   | <ul style="list-style-type: none"> <li>Story board ideas and produce a suitable plan for each page of their book.</li> <li>Designing a pop-up book which uses a mixture of structures and mechanisms.</li> <li>. Design a book made up of a front cover and four pages and include a mixture of structures and mechanisms within it.</li> </ul> | <ul style="list-style-type: none"> <li>Produce the structure of the book.</li> <li>Assemble the components necessary for all their structures/mechanisms</li> <li>Following a design brief to make a pop up book, neatly and with focus on accuracy.</li> <li>Making mechanisms and/or structures using sliders, pivots and folds to produce movement.</li> </ul> | <ul style="list-style-type: none"> <li>Hide the mechanical elements with more layers using spacers where needed.</li> <li>Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</li> <li>Naming each mechanism, input and output accurately.</li> <li>To understand how to use sliders, pivots and folds to create paper-based mechanisms.</li> <li>To understand that mechanisms can be used to change one kind of motion into another.</li> </ul> |                                                                                                                                                                                                                               |                                                                       |
| Digital<br>World –<br>monitoring<br>devices | <ul style="list-style-type: none"> <li>Research a chosen animal's key information to develop a list of design criteria for an animal monitoring device.</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range.</li> <li>Build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Identify errors (bugs) in the code and ways to fix (debug) them.</li> <li>Recall and describe the name and use of key tools used in Tinkercad (CAD) software.</li> <li>To understand key developments in thermometer history.</li> <li>To know events or facts that took place over the last 100 years in the history of plastic and how this is changing our outlook on the future.</li> </ul>                                                                  |                                                                                                                                                                                                                               | Explain key pros and cons of virtual modelling vs physical modelling. |
| ongoing                                     |                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>To create a high-quality product suitable for a target user</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Explain why selecting appropriating materials is an important part of the design process</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Identify what worked well and areas for improvement.</li> <li>Evaluating the work of others and receiving feedback on own work.</li> <li>Suggesting points for improvements</li> </ul> |                                                                       |

| Sig Below                                                    | Below                                                                                               | Just At                                                                                           | Securely At                                                                                        | Above                                                                                  | Sig Above                                                                                                       |
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# Year 6

| Unit                                 | Design                                                                                                                                                                                                                       | Make                                                                                                                                                                                                                                                                                                                                | Technical knowledge                                                                                                                                                                                                                                                                                                                                                                                               | Evaluate                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structures- playgrounds              | <ul style="list-style-type: none"> <li>Create different apparatus designs, applying the design criteria to their work.</li> <li>Design a playground with different structures considering how these will be used.</li> </ul> | <p>Make roughly three different structures from their plans using the materials available</p> <p>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</p> <p>Make a range of landscape features using a variety of materials which will enhance their apparatus.</p> | <ul style="list-style-type: none"> <li>Measuring, marking and cutting materials to create a range of structures.</li> <li>Using a range of materials to reinforce and add decoration to structures.</li> <li>Identify what makes a successful structure.</li> <li>To know that structures can be strengthened by manipulating materials and shapes.</li> <li>To understand what a 'footprint plan' is.</li> </ul> |                                                                                                                                                                                                                                                                                                                                           |
| Food – adapting a recipe             | <p>Adapt recipes for savoury dishes to produce my own recipe considering taste, texture, flavour.</p> <p>Include ingredients I have researched from farm to fork in my recipes.</p>                                          | <ul style="list-style-type: none"> <li>Make savoury dishes using adapted recipes (quiche, vegetable bake)</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Cooking safely, following basic hygiene rules.</li> <li>Identify where ingredients in my recipes have originated from.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Evaluate and compare my own and others savoury dishes.</li> </ul>                                                                                                                                                                                                                                  |
| Electrical systems- steady hand game | <p>Design a steady hand game Identifying and labelling the components.</p> <p>Use four different perspective drawings in their design.</p>                                                                                   | <p>Create a secure base for their game, with neat edges, that relates to their design.</p> <p>Make and test a functioning circuit and assemble it within a case.</p> <p>Decorating the base of the game to a high-quality finish</p>                                                                                                | <ul style="list-style-type: none"> <li>Making and testing a circuit</li> <li>To know the difference between 'form' and 'function'.</li> <li>To understand the diagram perspectives 'top view', 'side view' and 'back'.</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Analysing a selection of existing children's toys.</li> <li>Test their own and others game and suggest improvements.</li> </ul>                                                                                                                                                                    |
| Ongoing                              | <ul style="list-style-type: none"> <li>Considering effective and ineffective designs.</li> </ul>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Make suitable changes to their work after peer evaluation.</li> <li>improve a design plan based on peer evaluation.</li> <li>Test and adapt a design to improve it as it is developed.</li> <li>Evaluating and comparing a range of products.</li> <li>Evaluate my own and others work.</li> </ul> |

| Step                         | b   | w   | s   | S+  |
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| Total no. of statements = 33 | 20% | 60% | 90% | 95% |

| No. of statements required | 0-8 | 9-19 | 20-31 | 32-34 |
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| <p>End of Key Stage Statements</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> <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>Select from and use a wide 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>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</p> <p>Understand how key events and individuals in design and technology have helped shape the world</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>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> | <p>Understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
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