



St Mary's Church of England Primary School



Design and Technology Progression of Knowledge & Skills Document

*“Through the loving example of Jesus Christ we strive to provide opportunities for all members of our **diverse** school community to **flourish** within a **caring, aspirational, spiritual** and **inclusive** environment. We aim to create **successful learners, confident individuals** and **responsible citizens** ready to take the next steps in life”*

Peace



Friendship



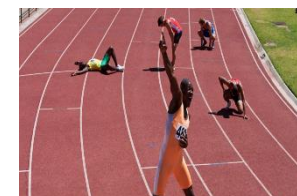
Respect



Trust



Perseverance



Curriculum Statement of Intent

At St Mary's Church of England Primary School, we follow a broad and balanced Design and Technology curriculum that provides both support and challenge for learners. Our curriculum provides opportunities for learners to use and develop their creativity and imagination to design, make and evaluate products that solve real and relevant problems within a variety of contexts, starting from EYFS. We use the Kapow progressive scheme of work to plan and support the teaching of Design Technology.

Implementation

Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems. Our Design and Technology curriculum is split in to the following areas: structures, mechanisms and mechanical systems,

Impact

Our children will leave St Mary's Church of England Primary School with a critical understanding of the impact Design and Technology has on daily life and the wider world. Our aim is to provide high-quality Design and Technology education that makes an essential contribution to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

Subject Leader – Miss Emma-Elizabeth Whiscombe

	Autumn term		Spring term		Summer term	
	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design
EYFS: Reception	Structures: Junk modelling (6 lessons) Omit lessons 3, and 6 if needed.	Drawing: Marvellous marks (6 lessons) Omit lesson 2 if needed.	Textiles: Bookmarks (6 lessons) Omit lessons 3 and 6 if needed.	Painting and mixed media: Paint my world (6 lessons) Omit lessons 1 and 4 if needed.	Structures: Boats (6 lessons) Omit lessons 3 and 4 if needed.	Sculpture and 3D: Creation station (6 lessons) Omit lessons 2 and 3 if needed.
Year 1	Structures: Constructing a windmill (4 lessons)	Drawing: Make your mark (5 lessons)	Textiles: Puppets (4 lessons)	Sculpture and 3D: Paper play (5 lessons)	Smoothies (6 lessons)	Painting and mixed media: Colour splash (5 lessons)
Year 2	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology
	Craft and design: Map it out (5 lessons)	Structures: Baby bear's chair (4 lessons)	Painting and mixed media: Life in colour (5 lessons)	Mechanisms: Fairground wheel (4 lessons)	Sculpture and 3D: Clay houses (5 lessons)	Mechanisms: Making a moving monster (4 lessons)
Year 3	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design
	Cooking and nutrition: Eating seasonally (6 lessons)	Drawing: Growing artists (5 lessons)	Digital world: Wearable technology (6 lessons)	Craft and design: Ancient Egyptian scrolls (5 lessons)	Structures: Constructing a castle (4 lessons)	Sculpture and 3D: Abstract shape and space (5 Lessons)

Suggested long-term plan: A&D and D&T - Overview (Year 4-6)

As our units are shorter than six weeks, we have added some suggestions for stand-alone lessons.

	Autumn term		Spring term		Summer term		Stand alone lessons
	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology	
Year 4	Drawing: Power prints (5 lessons)	Structure: Pavilions (4 lessons)	Painting and mixed media: Light and dark (5 lessons)	Mechanical systems: Making a slingshot car (4 lessons)	Craft and design: Fabric of nature (5 lessons)	Electrical systems: Torches (4 lessons)	<p>Design and technology Unit: Cooking and nutrition: Adapting a recipe (Lesson 2) Unit: Textiles: Fastenings (Lesson 1)</p> <p>Art and design Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)</p>
Year 5	Design and technology: Electrical systems: Doodlers (4 lessons)	Art and design: Sculpture and 3D: Interactive installation (5 lessons)	Design and technology: Mechanical systems: Making a pop-up book (4 lessons)	Art and design: Drawing: I need space (5 lessons)	Design and technology: Developing a recipe (6 lessons)	Art and design: Painting and mixed media: Portraits (5 lessons)	<p>Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)</p>
Year 6	Art and design: Craft and design: Photo opportunity (5 lessons)	Design and technology: Textiles: Waistcoats (4 lessons)	Art and design: Drawing: Make my voice heard (5 lessons)	Design and technology: Structure: Playgrounds (4 lessons)	Art and design: Sculpture and 3D: Making memories - (5 lessons)	Design and technology: Digital world: Navigating the world (4 lessons)	<p>Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)</p>

Design and Technology Skills Progression across Year Groups

<i>Progression of skills and knowledge</i>		Structures	
		EYFS (Reception)	
		<u>Junk modelling</u>	<u>Boats</u>
Skills	Design	<ul style="list-style-type: none"> • Making verbal plans and material choices. • Developing a junk model. 	<ul style="list-style-type: none"> • Designing a junk model boat. • Using knowledge from exploration to inform design.
	Make	<ul style="list-style-type: none"> • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. 	<ul style="list-style-type: none"> • Making a boat that floats and is waterproof, considering material choices.
	Evaluate	<ul style="list-style-type: none"> • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model. 	<ul style="list-style-type: none"> • Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves.
Knowledge	Technical	<ul style="list-style-type: none"> • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model. 	<ul style="list-style-type: none"> • To know that 'waterproof' materials are those which do not absorb water.
	Additional		<ul style="list-style-type: none"> • To know that some objects float and others sink. • To know the different parts of a boat.

		Year 1	Year 2
		<u>Constructing a windmill</u>	<u>Baby bear's chair</u>
Skills	Design	<ul style="list-style-type: none"> • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. 	<ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
	Make	<ul style="list-style-type: none"> • Making stable structures from card. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Finding the middle of an object. • Puncturing holes. • Adding weight to structures. • Creating supporting structures. • Cutting evenly and carefully. 	<ul style="list-style-type: none"> • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
	Evaluate	<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. 	<ul style="list-style-type: none"> • Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. • To know that the sails or blades of a windmill are moved by the wind. • To know that a structure is something built for a reason. • To know that stable structures do not topple. • To know that adding weight to the base of a structure can make it more stable. 	<ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily.
	Additional	<ul style="list-style-type: none"> • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure. • To know that windmills are used to generate power and were used for grinding flour. 	<ul style="list-style-type: none"> • To know that natural structures are those found in nature. • To know that man-made structures are those made by people.

Progression of skills and knowledge

Structures

		Year 3	Year 4
		<u>Constructing a castle</u>	<u>Pavilions</u>
Skills	Design	<ul style="list-style-type: none"> • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software. 	<ul style="list-style-type: none"> • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight.
	Make	<ul style="list-style-type: none"> • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. 	<ul style="list-style-type: none"> • Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.
	Evaluate	<ul style="list-style-type: none"> • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs. 	<ul style="list-style-type: none"> • Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 	<ul style="list-style-type: none"> • To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.
	Additional	<ul style="list-style-type: none"> • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product. 	<ul style="list-style-type: none"> • To know that a pavilion is a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.

Year 6

Playgrounds

Skills	Design	<ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
	Make	<ul style="list-style-type: none"> • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.
	Evaluate	<ul style="list-style-type: none"> • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
Knowledge	Technical	<ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes.
	Additional	<ul style="list-style-type: none"> • To understand what a 'footprint plan' is. • To understand that in the real world, design , can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea.

		Year 2	
		<u>Fairground wheel</u>	<u>Making a moving monster</u>
Skills	Design	<ul style="list-style-type: none"> • Conducting simple surveys or discussions to gather opinions on what others need or like in a design. • Knowing that a survey is used to find out what people like. • Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria. • Knowing that a design brief helps to decide what to make. • Knowing that design criteria are the steps for making a product successful. • Creating ideas with design criteria in mind. • Referring to specific parts of existing products when generating ideas. • Knowing that the design criteria help when thinking of ideas. • Using labels to explain parts of a design, label materials, etc. • Using labels to explain parts of a design, label materials, etc. • Knowing that drawings can help explain how something works. • Knowing that a label explains part of a drawing. 	<ul style="list-style-type: none"> • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria.
	Make	<ul style="list-style-type: none"> • Choosing materials, ingredients or components from a wider range of materials, ingredients or components. • Explaining their choices based on the properties of materials and components. • Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc. • Following and recalling simple safety instructions. • Knowing that some tools are sharp like scissors and knives. • Choosing known geometric shapes when making. • Beginning to shape objects to improve how they work. • Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere. • Considering balance in their finishing, like evenly spaced decoration. 	<ul style="list-style-type: none"> • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.
	Evaluate	<ul style="list-style-type: none"> • Discussing a range of existing products and saying what they like and dislike about them. • Evaluating existing products against design criteria. • Evaluating their ideas and creations against simple design criteria. • Knowing that design criteria help to decide if their product is a success. • Suggesting improvements to their peers' designs and products. • Knowing that improve means to make something better. • Knowing that their suggestions can improve someone else's work. 	<ul style="list-style-type: none"> • Evaluating own designs against design criteria. • Using peer feedback to modify a final design.
Knowledge	Technical	<ul style="list-style-type: none"> • To know everyday objects have mechanisms. • To know many things that move have parts inside to help them work. • To know mechanisms usually limit unwanted movement. • To know everyday objects utilise wheels and axles. • To know wheels must be able to turn to work effectively. • To know axles allow wheels to turn without falling off. 	<ul style="list-style-type: none"> • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.
	Additional	<ul style="list-style-type: none"> • To know the features of a fairground wheel include the wheel, frame, pods, a base an axle and an axle holder. 	<ul style="list-style-type: none"> • To know some real-life objects that contain mechanisms.

		Year 4	Year 5
		<u>Making a slingshot car</u>	<u>Making a pop up book</u>
Skills	Design	<ul style="list-style-type: none"> • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design. 	<ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book.
	Make	<ul style="list-style-type: none"> • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design. 	<ul style="list-style-type: none"> • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
	Evaluate	<ul style="list-style-type: none"> • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. 	<ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance. 	<ul style="list-style-type: none"> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms.
	Additional	<ul style="list-style-type: none"> • To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. • To know that it is important to assess and evaluate design ideas and models against a list of design criteria. 	<ul style="list-style-type: none"> • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

		Year 4	Year 5
		<u>Torches</u>	<u>Doodlers</u>
Skills	Design	<ul style="list-style-type: none"> • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. 	<ul style="list-style-type: none"> • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user.
	Make	<ul style="list-style-type: none"> • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria. 	<ul style="list-style-type: none"> • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product.
	Evaluate	<ul style="list-style-type: none"> • Evaluating electrical products. • Testing and evaluating the success of a final product. 	<ul style="list-style-type: none"> • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit. 	<ul style="list-style-type: none"> • To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.
	Additional	<ul style="list-style-type: none"> • To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. 	<ul style="list-style-type: none"> • To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.

		Year 1	Year 3
		<u>Smoothies</u>	<u>Eating seasonally</u>
Skills	Design	<ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand. 	<ul style="list-style-type: none"> • Designing a recipe for a savoury tart.
	Make	<ul style="list-style-type: none"> • Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie. 	<ul style="list-style-type: none"> • Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife.
	Evaluate	<ul style="list-style-type: none"> • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's. 	<ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.
Knowledge		<ul style="list-style-type: none"> • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste.

Year 5






Developing a recipe

Skills	Design	<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices.
	Make	<ul style="list-style-type: none"> • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe.
	Evaluate	<ul style="list-style-type: none"> • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups.
Knowledge		<ul style="list-style-type: none"> • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes.

		EYFS: Reception	Year 1	Year 6
		<u>Bookmarks</u>	<u>Puppets</u>	<u>Waistcoats</u>
Skills	Design	<ul style="list-style-type: none"> • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. 	<ul style="list-style-type: none"> • Using a template to create a design for a puppet. 	<ul style="list-style-type: none"> • Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions.
	Make	<ul style="list-style-type: none"> • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. 	<ul style="list-style-type: none"> • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction. 	<ul style="list-style-type: none"> • Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
	Evaluate	<ul style="list-style-type: none"> • Reflecting on a finished product and comparing to their design. 	<ul style="list-style-type: none"> • Reflecting on a finished product, explaining likes and dislikes. 	<ul style="list-style-type: none"> • Reflecting on their work continually throughout the design, make and evaluate process.
Knowledge	<ul style="list-style-type: none"> • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object. 	<ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. 	<ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches. 	

		Year 3	Year 6
		<u>Wearable technology</u>	<u>Navigating the world</u>
Skills	Design	<ul style="list-style-type: none"> • Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. • Developing design ideas through annotated sketches to create a product concept. • Developing design criteria to respond to a design brief. 	<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD
	Make	<ul style="list-style-type: none"> • Following a list of design requirements. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm. 	<ul style="list-style-type: none"> • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass
	Evaluate	<ul style="list-style-type: none"> • Analysing and evaluating wearable technology. • Using feedback from peers to improve design. 	<ul style="list-style-type: none"> • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a micro:bit is a pocket-sized, codeable computer. • To know that a simulator is able to replicate the functions of an existing piece of technology. 	<ul style="list-style-type: none"> • To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input
	Additional	<ul style="list-style-type: none"> • To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. • To understand what is meant by 'point of sale display.' • To know that CAD stands for 'Computer-aided design'. • To know what a focus group is by taking part in one. 	<ul style="list-style-type: none"> • To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing

The St Marys Church of England Primary School Values linked to Design and Technology

Peace	Friendship	Respect	Trust	Perseverance
				
Using my skills and technical knowledge to develop products which contribute to a more sustainable world.	Share and communicate ideas and the use of resources responsibly and fairly.	Respect the ideas of others and communicate my thoughts and ideas confidently and respectfully.	Trust in myself that I can achieve and make a difference.	Keep trying when skills are challenging.
Become responsible citizens through learning about the technological world.	Working together and collaborating to develop skills, knowledge and understanding.	Understand the importance of our own responsibility to respect the world.	Trust that my knowledge will give me confidence to inspire others.	Develop my enquiry, analytical and evaluation skills when learning about practical skills and techniques.
Ask thoughtful questions to broaden my understanding of effective design, making and evaluating.	Understand how people have developed technology to benefit the world and its people.	Be respectful and responsible when using technical tools and equipment.	Trust that I can design and make quality products to meet the intended purpose.	Aspire to be a fantastic designer and maker.