



Design Technology Curriculum

EYFS – Year 6

The primary intent for our curriculum

- Children to recognise the result of design and technology in everyday life
- Children to know that DT is a subject – where they learn to make and evaluate things effectively
- Leave Primary with a firm grasp of the design, make, evaluate cycle
- Children to be confident and safe with a range of simple tools and to be able to choose and select appropriate tools to use safely and sensibly
- Food technology is weaved across wider learning opportunities within KS1 and KS2, alongside specific units of work. Children are also given the opportunity to work alongside the school chef to develop their understanding of healthy eating whilst creating, experimenting with and tasting a range of dishes to promote healthy eating within the school dining hall

The primary intent for our EYFS curriculum.

- To become 'Curiously Creative' by embedding their skills, techniques and knowledge of experiences and artists to represent and complete their dreams.
- To become a little 'Musical Mover' to be able to perform a story, song, poem, rap or rhyme to an audience.
- To be able to discern many instruments, listen attentively to the sounds they make, to talk about music and express their feelings and responses to what they can hear.

Design Technology Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	-Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Explore colour and colour mixing.		-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects.		-Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Draw with increasing complexity and detail, such as representing a face with a circle and including details.	
Reception	-Explore, use and refine a variety of artistic effects to express their ideas and feelings. ELGs <u>Creating with materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used;					
Year 1		Beside the Sea: Design and evaluate a simple Christmas Decoration (sewing)		Katie Morag: Design and evaluate a lighthouse		At the Palace: To design and evaluate a sandwich
Year 1/2 Cycle B	Out and About: Structures (houses)		Rolling over the ocean: Design and evaluate a boat		Florence Nightingale Design and evaluate a bird feeder	
Year 3	Land Before Time: Food technology (stone age food)		Tremors: Structures (Earthquake proof building)		The Boy King: Choosing and combining materials (textiles) (Egyptian cuff)	
Year 4		South America: Choosing appropriate materials and tools for purpose (Chocolate bar wrappers)		Rotten Romans: Magonel: materials		Vicious Vikings: Food Technology (Viking bread)
Year 5		WWII: Food Technology	Around the World: Bridge Building – Combining materials		Meet the Greeks: Moving toys – Cams	
Year 5/6 Cycle B		Great Britains: Sewing (Christmas decoration)		Evolution of technology: Electrical systems		Food of the Gods: Programming

Design Technology Curriculum

Nursery	Autumn	Cycle 1 – We’re going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper’s Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To explore colour mixing with paddles, cellophane and light box resources</p> <p>To build with purpose and meaning using a range of construction materials eg. A chair for a bear</p> <p>STEM activity Building brick rainbows</p>		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Transparent Colour names of primary colours (red, blue and yellow) Build Create Make Balance Stack How many? Imagine

Design Technology Curriculum

Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To make imaginative small worlds with a full range of resources eg a forest, a farmyard, under the sea, a bathroom/kitchen</p> <p>To build with purpose and meaning using a range of construction materials eg. A bridge to cross a river</p> <p>To build with purpose and intent</p> <p>To match blocks to silhouettes</p> <p>STEM activity Gingerbread Man Boat</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Transparent</p> <p>Colour names of primary colours (red, blue and yellow)</p> <p>Build</p> <p>Create</p> <p>Make</p> <p>Balance</p> <p>Stack</p> <p>How many?</p> <p>Imagine</p> <p>Match</p> <p>Same</p> <p>Different</p>

Design Technology Curriculum

Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To join different materials with tape, glue and staples</p> <p>To build with purpose and meaning using a range of construction materials eg. A building</p> <p>STEM activity Jack & The Beanstalk, build a castle in the clouds</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Transparent</p> <p>Colour names of primary colours (red, blue and yellow)</p> <p>Build</p> <p>Create</p> <p>Make</p> <p>Balance</p> <p>Stack</p> <p>How many?</p> <p>Imagine</p> <p>Match</p> <p>Same</p> <p>Different</p> <p>Join</p> <p>Tape</p> <p>Glue</p> <p>Staple</p> <p>Attach</p> <p>Scissors</p> <p>Cut</p> <p>Tape dispenser</p>

Design Technology Curriculum

Reception	Autumn	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To wrap wool.		Open ended questioning to prompt deeper discussion. I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Wrap
To create homes for a fictional character.			Wool
To design and make a stick man.			Create
To make a poppy linked to remembrance day.			Colour
STEM activity Boat size and strength testing			Autumn
			Stick
		Leaves	
		Cut	
		Stick	
		Paint	
		Press	
		Poppy	

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, Little red hen, Zog	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To make a sprinkle colour cake discussing food hygiene.		Open ended questioning to prompt deeper discussion. I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Food hygiene
To build bridges in a variety of ways.			Wash
To make a Zog dragon puppet.			Dry
To plan and build castles.			Clean
STEM activity Billy Goats Gruff bridge building			Glue
			Cut
		Join	
		Build	
		Plan	
		Material	
		Shapes	

Design Technology Curriculum

Reception	Summer	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard, commotion in the ocean.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To bake bread To design and make tractors with wheels.</p> <p>STEM activity Gingerbread Man trap (What the ladybird heard characters)</p>		<p>Open ended questioning to prompt deeper discussion.</p> <p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Bake</p> <p>Bread</p> <p>Oven</p> <p>Hot</p> <p>Flour</p> <p>Wheat</p> <p>Mix</p> <p>Rise</p> <p>Yeast</p> <p>Knead</p> <p>Press</p> <p>Dough</p> <p>Design</p> <p>Make</p> <p>Tractor</p> <p>Wheel</p> <p>Turn</p> <p>Join</p> <p>Stick</p> <p>Glue</p> <p>Dry</p> <p>Hygiene</p> <p>Clean</p> <p>Wash</p> <p>Measure</p>

Design Technology Curriculum

EYFS STEM Projects		
	Nursery	Reception
Autumn	Building Brick Rainbows	Boat size and strength testing
Spring	Gingerbread Man Boat	Billy Goats Gruff Bridge Building
Summer	Jack & The Beanstalk Build a Castle in the Clouds	Gingerbread Man Trap (What the ladybird heard characters instead of GBM)

Design Technology Curriculum

Design and evaluate a Christmas decoration		Topic: Beside the Seaside	Term: Autumn 2	Year: 1
<p>Foundations of previous learning:</p> <p><u>Physical Development – Fine motor skills</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; <p><u>Expressive art and Design Creating with Materials</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><u>Plan and communicate ideas</u> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do.</p> <p><u>Make (technical knowledge)</u> Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Select and use appropriate processes and tools.</p> <p><u>Evaluate</u> Evaluate their product by discussing how well it works in relation to the purpose.</p>	<p>To list the features of Christmas decoration and what makes them interesting. To generate ideas from their own experiences To understand the sensory qualities of materials. To understand the working characteristics of materials affect the way they are used To understand how to join material by stitching</p>	<p>Decorations Stronger Material Stitch Whip stitch Sewing Needle Thread Sew Tools Safely Join Change Sensory Audience Plan Evaluate Design Make Product</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Draw on their own experiences to help generate ideas Make their design using appropriate techniques</p>	<p>I know that Christmas decorations need to be bright and colourful to be appealing. I know how to draw a picture of what I want my design to look like.</p>		

Design Technology Curriculum

Design and evaluate a lighthouse		Topic: An Island Home	Term: Spring 2	Year: 1
<p>Foundations of previous learning: <u>Physical Development – Fine motor skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <u>Expressive art and Design Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><u>Plan and communicate ideas</u> Suggest ideas and explain what they are going to do. Model their ideas in card and paper. Develop their design ideas applying findings from their research.</p> <p><u>Make (technical knowledge)</u> Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Use simple finishing techniques to improve the appearance of their product.</p> <p><u>Evaluate</u> Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To analyse the features of a lighthouse. To plan and design their own model of a lighthouse. To identify appropriate materials to be used to create their design. To use the correct techniques when creating their lighthouse. To evaluate their finished product against their design. To identify their own strengths and areas of development.</p>	<p>Lighthouse Features Generate Research Measure Technique Cut Material Join Combine Glue Tape Finishing Evaluate Purpose</p>	
	Assessment of Skills	Assessment of Knowledge		
		<p>Suggest ideas and explain what they are going to do Assemble join and combine materials and components together using a variety of temporary methods eg. glue or masking tape.</p>	<p>I know why I have chosen certain materials for my lighthouse and I can tell an adult my reasons. I know what I would change next time about my product.</p>	

Design Technology Curriculum

Design and evaluate a sandwich		Topic: At the Palace	Term: Summer 2	Year: 1
<p>Foundations of previous learning: <u>Physical Development – Fine motor skills</u> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <u>Expressive art and Design Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><u>Plan and communicate ideas</u> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Develop their design ideas applying findings from their research.</p> <p><u>Make (technical knowledge)</u> Make their design using appropriate techniques. Assemble, join and combine materials and components together using a variety of temporary methods Use simple finishing techniques to improve the appearance of their product.</p> <p><u>Evaluate</u> Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To know the method of making a sandwich. To know how to make a balanced sandwich. To know how to choose suitable ingredients for their target audience. To know how to tools safely. To understand why hands, surfaces and tools need to be clean when making their sandwich (food hygiene).</p>	<p>Design Make Tools Suitable Modifications Appealing Effective Balanced Ingredients Knife Spoon Clean Hygiene Germs Surfaces</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Identify a target group for what they intend to design and make Use simple finishing techniques to improve the appearance of their product Evaluate their product by discussing how well it works in relation to the purpose</p>	<p>I know to make a sandwich I need two slices of bread and some filling. I know that when I use the knife I must hold the handle and not the blade.</p>		

Design Technology Curriculum

Structures (houses)		Topic: Out and about	Term: Autumn 1	Year: 1/2 Cycle B
Foundations of previous learning: <u>Physical Development – Fine motor skills</u> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <u>Expressive art and Design Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
When designing and making, pupils should be taught to: Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Evaluate their ideas and products against design criteria Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable	<u>Year 1</u> Plan and communicate ideas Suggest ideas and explain what they are going to do. Model their ideas in card and paper. Make (technical knowledge) With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Select and use appropriate processes and tools. Evaluate Evaluate their product by discussing how well it works in relation to the purpose. <u>Year 2</u> Plan and communicate ideas Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. Make (technical knowledge) Begin to select tools and materials use appropriate vocabulary to describe and name them. Measure, cut and score with some accuracy. Use tools safely and appropriately. Evaluate Evaluate against their design criteria.	Know the purpose of houses. Know the materials they were built from in 1666. Identifying the problems with Tudor Houses. Follow the; analyse, design, make and evaluate process in making their Tudor Houses.	House Support Design Make Tools Suitable Materials Properties Strength Stronger Weaker Modifications Cut Join Appealing Effective	
	Assessment of Skills	Assessment of Knowledge		
	<u>Year 1</u> Suggest ideas and explain what they are going to do. Select and use appropriate processes and tools. <u>Year 2</u> Develop their design ideas through discussion, observation, drawing and modelling Begin to select tools and material using the appropriate vocabulary to describe and name them	I know how to model my idea using card. I know how to join my materials together using glue or tape.		

Design Technology Curriculum

Design and evaluate a boat		Topic: Rolling over the Ocean	Term: Spring 1	Year: 1/2 Cycle B
<p>Foundations of previous learning: <u>Physical Development – Fine motor skills</u> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <u>Expressive art and Design Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year 1 Plan and communicate ideas Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Model their ideas in card and paper. Make (technical knowledge) Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Evaluate Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Year 2 Plan and communicate ideas Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. Make (technical knowledge) Measure, cut and score with some accuracy. Assemble, join and combine materials in order to make a product. Choose and use appropriate finishing techniques to improve the look of a product. Evaluate Evaluate their products as they are developed identifying strengths and modifications.</p>	<p>Know the purpose of boats. Know the materials they could be built from. To know what properties the boat needs to have. Follow the; analyse, design, make and evaluate process in making their boats.</p>	<p>Boat Waterproof Solid Strong Join Strengthen Texture Shape Smooth Purpose Colour Material Suitable Join Stable Stiff</p>	
	Assessment of Skills	Assessment of Knowledge		
		<p>Year 1 Draw on their own experience to help generate ideas. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Year 2 Generate ideas by drawing on their own and other people's experiences Assemble, join and combine materials in order to make a product</p>	<p>I have designed/planned to use... because I joined parts together using.... because</p>	

Design Technology Curriculum

Design and evaluate a bird feeder		Topic: Florence Nightingale	Term: Summer 1	Year: 1/2 Cycle B
<p>Foundations of previous learning: <u>Physical Development – Fine motor skills</u> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <u>Expressive art and Design Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year 1 Plan and communicate ideas Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Develop their design ideas applying findings from their research. Make (technical knowledge) Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Select and use appropriate processes and tools. Use simple finishing techniques to improve the appearance of their product. Evaluate Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Year 2 Plan and communicate ideas Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. Make (technical knowledge) Begin to select tools and materials use appropriate vocabulary to describe and name them. Assemble, join and combine materials in order to make a product. Choose and use appropriate finishing techniques to improve the look of a product. Evaluate Evaluate against their design criteria. Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.</p>	<p>To analyse the features of a bird feeder. To plan and design their own bird feeder. To identify appropriate materials to be used to create their design. To use the correct techniques when creating their bird feeder. To evaluate their finished product against their design. To identify their own strengths and areas of development.</p>	birdfeeder Features Generate Research Measure Technique Cut Material Join Combine Glue Finishing Evaluate Purpose Mould	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 1 Identify a target group for what they intend to design and make. Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Year 2 Identify a purpose for what they intend to design and make Choose and use appropriate finishing techniques to improve the look of a product Evaluate their products as they are developed identifying strengths and modifications</p>	<p>Bird feeders need to be lightweight and strong. I have made my bird feeder strong by....</p>		

Design Technology Curriculum

Food Technology (Stone Age Menu)		Topic: Land Before Time	Year: 3	Term: Autumn 1
Foundations of previous learning: Children will have used basic food handling hygiene practices and personal hygiene.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to: Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<u>Plan and communicate ideas</u> Generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their own work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing. <u>Make (technical knowledge)</u> Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing to change things to improve their work. <u>Evaluate</u> Evaluate their product against the original design criteria.	To know what ingredients I will need to make a meal using Stone Age ingredients. To be able to select the appropriate cookery tools. To be able to measure out the correct amount of each ingredient. To know how to cut and mix ingredients. To know how to prepare food in a hygienic and safe manner. To follow a design brief for a Stone Age Menu.	Equipment Utensils Technique Ingredients Texture Taste Appearance Smell Cook Healthy/varied diet Hygiene Safety	
	Assessment of Skills	Assessment of Knowledge		
	Generate ideas for an item, considering its purpose and the user/s. Work safely and accurately with a range of simple tools.	The ingredients that I will be using to make my meal are _____. The tools that I will be using are _____. To ensure that I am hygienic I have washed my hands (and tied back my hair). The strengths of my product are _____. To improve my product, I would _____.		

Design Technology Curriculum

Structures (Earthquake proof building)		Topic: Tremors	Year: 3	Term: Spring 1
Foundations of previous learning: Year 3 children will have generated ideas by drawing on their own and other people's experiences.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design 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>Make Select from and use a wide range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technological Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><u>Plan and communicate ideas</u> Generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product Plan the order of their own work before starting.</p> <p><u>Make (technical knowledge)</u> Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Think about their ideas as they make progress and be willing to change things to improve their work.</p> <p><u>Evaluate</u> Evaluate their product against the original design criteria. Disassemble and evaluate familiar products.</p>	<p>I know that there are buildings that have been designed to be earthquake proof. I can tell you an example of an earthquake proof design. I can produce a design for an earthquake proof building. I can discuss how I might strengthen a building.</p>	Earthquake Architect Building Design Strengthen Withstand Shock absorbers Cross-bracing Shear walls (steel frames)	
	Assessment of Skills	Assessment of Knowledge		
	<p>Identify a purpose and establish criteria for a successful product. Measure, mark out, cut, score and assemble components with more accuracy. Evaluate their product against the original design criteria.</p>	<p>Examples of earthquake proof buildings are the Transamerica pyramid (San Francisco), Beijing National Stadium, the Burj Khalifa (Dubai). You can strengthen a building by using shock absorbers, cross-bracing and steel frames.</p>		

Design Technology Curriculum

Choosing and combining materials (textiles) (Egyptian cuffs)		Topic: The Boy King	Year: 3	Term: Summer 1
Foundations of previous learning: Year 3 children will have evaluated against design criteria and combined materials to make a product.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
When designing and making, pupils should be taught to: Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Technological Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products	<u>Plan and communicate ideas</u> Generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their own work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing. <u>Make (technical knowledge)</u> Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Think about their ideas as they make progress and be willing to change things to improve their work. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Measure, tape or pin, cut and join fabric with some accuracy <u>Evaluate</u> Evaluate their product against the original design criteria.	I can explain the purpose of my Egyptian cuff. I can label parts of my design and explain why I have chosen to include them. I can explain why I have chosen a material. I can evaluate what went well with my design. I can identify aspects of my design that can be improved upon.	Design Method Material Join Technique Product Audience Tool Ruler Measure Accurately Design brief Evaluate Purpose Assemble	
	Assessment of Skills	Assessment of Knowledge		
		Think about their ideas as they make progress and be willing to change things to improve their work. Explore, develop and communicate design proposals by modelling ideas.	The purpose of an Egyptian cuff is _____. The audience of my product is _____. With my design, I liked _____. I would improve my design by _____.	

Design Technology Curriculum

Chocolate bar wrappers: Choosing appropriate materials and tools for purpose		Topic: South America	Term: Autumn 2	Year: 4
Foundations of previous learning: Year 3 children will have generated ideas by drawing on their own and other people's experiences.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks 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>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technological Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><u>Plan and communicate ideas</u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from differing views showing specific features. Evaluate product and identify criteria that can be used for their own designs. <u>Make (technical knowledge)</u> Select appropriate tools and techniques for making their product. <u>Evaluate</u> Evaluate their work both during and at the end of the assignment.</p>	<p>I can identify who the audience of my product is.</p> <p>I can explain why I have selected materials.</p> <p>I can evaluate my design.</p> <p>I can use other products and their packaging to inform my own design.</p>	<p>Fairtrade Chocolate Attract Packaging Design Product Label Material Product Evaluate Inform Audience</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Generate idea considering the purpose for which they are designing. Select appropriate tools and techniques for making their product.</p>	<p>I know how to select materials to ensure my product is suitable and the chocolate won't melt inside. I know how to use real-life products to inform the design of my Fairtrade chocolate packaging.</p>		

Design Technology Curriculum

Magonel: materials		Topic: Rotten Romans	Term: Spring 2	Year: 4
<p>Foundations of previous learning: Children will have assembled, joined and combined materials in order to make a product. Children will have measured, marked out, cut, scored and assembled components with more accuracy.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design 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>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technological Knowledge Understand and use mechanical systems in their products</p>	<p><u>Plan and communicate ideas</u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from differing views showing specific features. Evaluate product and identify criteria that can be used for their own designs. Develop a clear idea of what has to be done, planning how to use materials, equipment and techniques.</p> <p><u>Make (technical knowledge)</u> Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques. Join and combine materials accurately in temporary and permanent ways.</p> <p><u>Evaluate</u> Evaluate their products carrying out appropriate tests.</p>	<p>To know what a mangonel is. To know what the purpose of the mangonel is. To know what the design brief of the mangonel is. To know what materials will be suitable to construct their mangonel.</p>	<p>Mangonel Purpose Design Ancient Design Brief Construct Materials Tools</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. Join and combine materials and components accurately in temporary and permanent ways.</p>	<p>The mangonel is a type of medieval siege weapon used for throwing projectiles at a castle's wall. The mangonel was used by the Roman army and needs to be able to throw an object over a distance. To create a functioning, suitable mangonel, I will choose strong materials such as _____.</p>		

Design Technology Curriculum

Food Technology – Viking bread		Topic: Vicious Vikings	Year: 4	Term: Summer 2
Foundations of previous learning: Children will have used basic food handling hygiene practices and personal hygiene.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to: Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<u>Plan and communicate ideas</u> Develop a clear idea of what has to be done, planning how to use materials, equipment and Evaluate product and identify criteria that can be used for their own designs. <u>Make (technical knowledge)</u> Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques <u>Evaluate</u> Evaluate their products carrying out appropriate tests	To know what ingredients I will need to make bread. To be able to select the appropriate cookery tools. To be able to measure out the correct amount of each ingredient. To know how to knead. To know how to prepare food in a hygienic and safe manner. To follow a design brief for the bread's packaging. To know the strengths and weaknesses of their design and product.	Mix Cut Hygiene Safe Clean Purpose Success criteria Design Success Improvements Ingredients Measurement Tools	
	Assessment of Skills	Assessment of Knowledge		
	Evaluate a product and identify criteria that can be used for their own designs. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques. Evaluate their products carrying out appropriate tests.	To make bread you need flour, yeast, salt and water. Kneading is the process of working a dough mixture to form a smooth and cohesive mass. To ensure that I am hygienic I have washed my hands (and tied back my hair).		

Design Technology Curriculum

Food Technology		Topic: World War II	Term: Autumn 2	Year: 5
Foundations of previous learning: Children will have demonstrated hygienic food preparation and storage.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to: Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<u>Plan and communicate ideas</u> Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. <u>Make (technical knowledge)</u> Weigh and measure accurately Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. <u>Evaluate</u> Evaluate a product against the original design specification	I can weigh out ingredients accurately according to the recipe. I can explain how to prepare food safely and hygienically.	Hygiene Safety Ingredients Roasting Frying	Baking Cooking Scales Grams
	Assessment of Skills	Assessment of Knowledge		
	Generate ideas through brainstorming and identify a purpose for their product. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to ovens.	I know that before preparing food that I should wash my hands and clean my work surface to avoid bacteria. I know how to weigh out my ingredients correctly so that the recipe ratio is correct resulting in a quality product.		

Design Technology Curriculum

Structures: Bridge Building		Topic: Around the World	Term: Spring 1	Year: 5
Foundations of previous learning: Children will have used finishing techniques to strengthen and improve the appearance of their product using a range of equipment.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks 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>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><u>Plan and communicate ideas</u> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design. Use results of investigations and information sources including ICT when developing design ideas</p> <p><u>Make (technical knowledge)</u> Select appropriate materials, tools and techniques. Measure and mark out accurately</p> <p><u>Evaluate</u> Evaluate own product and others and gain evaluation from others on product</p>	<p>Design and build bridge – Suez canal.</p> <p>To know which materials would be suitable based on their properties.</p> <p>To know how to join materials together so that they suit the purpose. (strength)</p> <p>Know the strongest way to join materials.</p> <p>Know that a triangle shape is the strongest shape to use when building a structure.</p>	Research Design criteria Product Purpose Strength Joining Materials Properties Functional Construct Measure Accuracy	
	Assessment of Skills	Assessment of Knowledge		
	<p>Use results of investigations and information sources including ICT when developing design ideas Measure and mark out accurately</p>	<p>I know how to draw a labelled diagram of my planned design. I know that a triangle is the strongest shape to use in building my bridge.</p>		

Design Technology Curriculum

Moving toys – Cams		Topic: Meet The Greeks	Term: Summer 1	Year: 5
Foundations of previous learning: Children will have joined and combined materials and components accurately in temporary and permanent ways.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
When designing and making, pupils should be taught to: Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge Understand and use mechanical systems in their products	<u>Plan and communicate ideas</u> Generate ideas through brainstorming and identify a purpose for their product. Communicate ideas in different ways <u>Make (technical knowledge)</u> Select appropriate materials, tools and techniques. Cut and join with accuracy to ensure a good quality finish to the produce Measure and mark out accurately. <u>Evaluate</u> Evaluate own product and others and gain evaluation from others on product	To design a moving toy using cams. To understand how cams and followers work	Cams – snail, round, ellipse, hexagon, eccentric Followers Movement Slider Axle Frame Structure Handle Linear Rotary	
	Assessment of Skills	Assessment of Knowledge		
	Communicate ideas in different ways Cut and join with accuracy to ensure a good quality finish to the produce Evaluate own product and others and gain evaluation from others on product	I know that a cam is used to make a toy move. I know that the follower is the vertical moving part of a toy. I know how to use my design to construct my final product.		

Design Technology Curriculum

Sewing		Topic: Great Britains	Term: Autumn 2	Year: 5/6 Cycle B
Foundations of previous learning: Children will have sewn using a range of different stitches.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Year 5 Plan and communicate ideas Draw up a specification for their design. Make (technical knowledge) Select appropriate materials, tools and techniques. Measure and mark out accurately. Evaluate Evaluate a product against the original design specification.</p> <p>Year 6 Plan and communicate ideas Develop a design specification. Make (technical knowledge) Select appropriate tools, materials, components and techniques. Pin, sew and stitch material together to create a product. Achieve a quality product. Make modifications as they go along Evaluate Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>To draw a design specification How to complete a running stitch with accuracy I can draw a detailed, labelled design of the product I want to make. I know that a running stitch is a continuous stitch around the outside of the product.</p>	Design Specification Running Stitch Blanket Stitch Needle Threading Material Accuracy Template Product Evaluate	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 5 Draw up a specification for their design. Measure and mark out accurately.</p> <p>Year 6 Develop a design specification. Pin, sew and stitch material together to create a product</p>	<p>I can draw a detailed, labelled design of the product I want to make. I know that a running stitch is a continuous stitch around the outside of the product.</p>		

Design Technology Curriculum

Electrical systems		Topic: Evolution of technology	Term: Spring 2	Year: 5/6 Cycle B
<p>Foundations of previous learning: Children will have made labelled drawings from differing views showing specific features. Children will have made moving toys with cams. Children will have selected appropriate materials, tools and techniques, cut and join with accuracy to ensure a good quality finish to the produce. Children will have measured and marked out their toy design accurately.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design 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>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge Understand and use electrical systems in their products</p>	<p>Year 5 Plan and communicate ideas Generate ideas through brainstorming and identify a purpose for their product. Communicate ideas in different ways, e.g. drawing to scale, cross sectional drawings. Make (technical knowledge) Cut and join with accuracy to ensure a good-quality finish to the product. Evaluate Evaluate a product against the original design specification.</p> <p>Year 6 Plan and communicate ideas Communicate their ideas through detailed labelled drawings, annotated sketches, exploded diagrams, Make (technical knowledge) Select appropriate tools, materials, components and techniques. Make modifications as they go along. Achieve a quality product Assemble components to make working models Evaluate Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>I can design a burglar alarm within a model. I can create a diagram with labels. I can annotate my sketches and exploded diagrams to further explain my ideas. I know how to incorporate a working circuit into my design.</p>	<p>Diagram Sketch Annotation Exploding diagram Purpose Product Modification Tools Material Electrical Circuit Switch Buzzer alarm Motor Cells Wires Structure</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 5 Communicate ideas in different ways, e.g. drawing to scale, cross sectional drawings. Cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Year 6 Communicate their ideas through detailed labelled drawings, annotated sketches and exploded diagrams. Achieve a quality product</p>	<p>I can annotate my sketches and exploded diagrams to further explain my ideas. I know how to make a working electrical system.</p>		

Design Technology Curriculum

Programming		Topic: Food of the Gods	Term: Summer 2	Year: 5/6 Cycle B
<p>Foundations of previous learning: Generate ideas through brainstorming and identify a purpose for their product. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to ovens. How do you use a knife safely? How do you read the scale on the scales? Can you weigh out ___g of ___? How do you ensure you are preparing food hygienically?</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To apply their understanding of computing to program, monitor and control their products.</p>	<p>Year 5 Plan and communicate ideas Use the results of investigations and information sources including ICT when developing design ideas. Make (technical knowledge) Select appropriate materials, tools and techniques. Evaluate Evaluate a product against the original design specification. Evaluate own product and others and gain evaluation from others on product</p> <p>Year 6 Plan and communicate ideas Develop a design specification. Sketch or model alternative ideas. Explore develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways e.g. prototypes and pattern pieces. Make (technical knowledge) Assemble components to make working models. Achieve a quality product. Make modifications as they go along Evaluate Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>To know how to create a design specification.</p> <p>To know how to program a robot to achieve design specification.</p> <p>I know how to monitor the robot's progress.</p> <p>I know how to control variables to achieve the desired outcome of the robot.</p>	Robotics Design Design specification Annotations Model Prototype Programming Variable Autonomy Control Control System Debugging Hardware Software Implement Manipulator Micro Controller Orientation Sensors	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 5 Use the results of investigations and information sources including ICT when developing design ideas. Select appropriate materials, tools and techniques. Evaluate own product and others and gain evaluation from others on product</p> <p>Year 6 Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Make modifications as they go along Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>I know how to program a robot to achieve design specification.</p> <p>I know how to control variables to achieve the desired outcome of the robot.</p>		