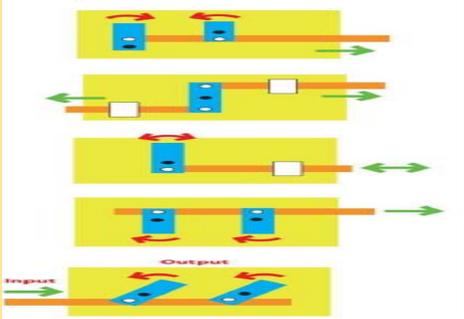


<p>Year 3 Overview</p> <p>Wallets / Purses</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Explore and identifying different materials and equipment. Making an informed decision.</p>	<p>Explore existing wallets / purses (materials, look and feel, joining techniques, fasteners, and attachments) for aesthetically pleasing purpose.</p> <p>Assess if materials are recyclable.</p> <p>Gathering needs of individuals or groups and developing a design criteria based around these needs.</p> <p>Explore and identify a range of different materials and joining techniques in order to make an informed decision.</p>	<p>Joining different textured materials for effected.</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools</p>
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<p>Use technical knowledge and key vocabulary throughout. Follow safety procedures</p>	<p>Measure, mark out cut and shape materials in order to make a product for an End User.</p> <p>Refer to design criteria to assess if the purpose has been met.</p>		<p>and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p>
<p>Year 3 Overview Cell Structure</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Explore and identifying different materials and equipment. Making an informed decision. Use technical knowledge and key vocabulary throughout.</p>	<p>Investigate a range of different packaging, evaluating its durability, appearance, joining techniques and who the End User could be as well as its purpose.</p> <p>Create a design criteria while reflecting upon End User, Purpose.</p> <p>Use ICT to aid with design process. Create a range of different annotated diagrams.</p> <p>Make a cell structure focusing on sweet boxes.</p> <p>Evaluate products reflect on original design criteria and against whether or not materials are recyclable / reusable.</p>	<p>Identifying materials that are recyclable and incorporating this into design and making process.</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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>apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work</p>

<p>Year 3 Overview Wraps</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Identify where food is from and its health benefits. Explore and identifying different ingredients. Making an informed decision. Follow safety procedures</p>	<p>Identify the origins of food within and outside the UK(grown, reared, and caught)</p> <p>Explore existing products, What are the successes? What would you do differently? Is this a healthy option? Where are the nutritional value of these products? Will this product provide the ingredients for a healthy diet (Eat Well plate)</p> <p>Explore a range of ingredients and deciding upon equipment, technique and ingredients for a finished product.</p> <p>Make a finished product with End User and Purpose in mind.</p> <p>Evaluate finished product against End Users requirements.</p>	<p>Adapting existing receipts or products and substituting one or more ingredients to enhance either appearance or flavour.</p>	<p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work</p>
<p>Title</p> <p>Year 4 Overview</p>	<p>Core Skills</p>	<p>Challenge</p>	<p>Target Tracker Statements</p>
<p>Year 4 Overview Healthy Smoothies</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Identify where food is from and its health benefits. Explore and identifying different ingredients. Making an informed decision. Follow safety procedures</p>	<p>Interpreting existing recipes, health benefits, assessing which existing recipes provide energy and why this is important.</p> <p>Food tasting – Determine what ingredients could be added to make a smoothie savoury / sweet / visually appealing.</p> <p>Create a design criteria based on findings. Explore different equipment / machinery needed to make smoothies.</p> <p>Design a range of different smoothies and decided on the best based on End Users requirements.</p> <p>Make smoothies / Measuring out ingredients with scales.</p> <p>Evaluating Finished produced – nutritional factors, End User’s need</p>	<p>Design packaging that appeals to the End Users need (Possible Homework activity)</p>	<p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work</p>

<p>Year 4 Overview Torches</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Explore and identifying different materials and equipment. Making an informed decision. Use technical knowledge and key vocabulary throughout. Links to Science</p>	<p>Look at existing torches and examine their different features – how they work / who is the End User / heavy light / how they stand / reflective qualities.</p> <p>Focus activity – Making a range of different switches. What materials are needed?</p> <p>Identifying End User, Purpose for their own product and create a design criteria based on the above.</p> <p>Draw and label different types of designs labelling the different parts and how they will function.</p> <p>Making torches reflecting on Design Criteria.</p> <p>Evaluate finished piece – does it meet its function. Would the end user be satisfied? What could be improved?</p>	<p>Substituting different forms of switches in order to see which is more effective.</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately</p> <p>investigate and analyse a range of existing products</p> <p>apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors</p> <p>evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work</p>
<p>Year 4 Overview Pop up books</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Explore and identifying different materials and equipment. Making an informed decision. Use technical knowledge and key vocabulary throughout.</p>	<p>Exploring existing pop-up book products – mechanisms that make them work / intended audience.</p> <p>Planning a new product for the user using labelling and drawings – focus on function.</p> <p>Identify appropriate materials and equipment required to make their final piece.</p> <p>Make their own pop-up book reflect on original end user requirement.</p> <p>Assess overall effectiveness of the final pop-up book based on overall End User requirements</p>	<p>Create pop up books with examples of different levers and links, which enhance an image within the book.</p> 	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>investigate and analyse a range of existing products</p> <p>understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages</p> <p>evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve</p>

<p style="text-align: center;">Title</p> <p style="text-align: center;">Year 5 Overview</p>	<p style="text-align: center;">Core Skills</p>	<p style="text-align: center;">Challenge</p>	<p style="text-align: center;">Target Tracker Statements</p>
<p>Year 5 Overview Pulleys / Lever / Gear</p> <p>On Going Skills Research existing products – how they work and the people who benefit from them. What are their unique qualities? Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Making an informed decision. Follow safety procedures Reflect upon successful companies and designers.</p>	<p>Research existing products - child lead, How do they work? What are their function or End Users? What makes them unique or innovative? Which companies are leaders in their fields with regards to making these products and why?</p> <p>Explore and assemble different types of forces and mechanisms that are used to alter force and help products work (links to science)</p> <p>Create a design specification and criteria – which identifies the product, End User and function of the product being made.</p> <p>Sketching and annotating different diagrams - include exploded diagrams and cross sectional drawings.</p> <p>Make their product.</p> <p>Reflection based on meeting the design specification as well as identifying how the product.</p>	<p>Creating a product that has a unique element, which would enhance the existing design. Reflection will need to encompass the impact of this uniqueness.</p>	<p>understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> <p>understand how more advanced mechanical systems used in his/her products enable changes in movement and force</p> <p>analyse the work of past and present professionals and others to develop and broaden his/her understanding</p> <p>investigate new and emerging technologies</p> <p>develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>test, evaluate and refine his/her ideas and products against a specification, taking into account the views of intended users and other interested groups</p>

<p>Year 5 Overview Bread Making</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Identify where food is from and its health benefits. Explore and identifying different ingredients. Making an informed decision. Follow safety procedures</p>	<p>Exploring different breads – taste, texture, ingredients etc.</p> <p>Identify end user and purpose of existing breads. Children identify End User and Purpose of their own bread.</p> <p>Create a recipe based on existing products / tasting activity / Survey - Children decide on ingredients – methods – equipment.</p> <p>Children create their own bread referring to the recipe created.</p> <p>Children reflect on their product - What went well / what could be inform to further satisfy the End User.</p>	<p>Assess the ingredients used – identify ingredients that are natural / processed, reflecting on final product and how this may impact the End users enjoyment.</p>	<p>use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>identify and solve his/her own design problems and understand how to reformulate problems given to him/her</p> <p>select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p>
<p>Year 5 Overview Computer controlled product</p> <p>On Going Skills: Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Making an informed decision. Follow safety procedures Reflect upon successful companies and designers.</p>	<p>Explore existing characters controlled by computer software (links to ICT)</p> <p>Explore different algorithms to aid movement of a character.</p> <p>Create a design criteria and specification.</p> <p>Draw and annotate different diagrams of their product.</p> <p>Create the product.</p> <p>Evaluate the final product.</p>	<p>Understand how atheistic qualities can enhance a product and project this onto their own product.</p>	<p>analyse the work of past and present professionals and others to develop and broaden his/her understanding</p> <p>investigate new and emerging technologies</p> <p>apply his/her understanding of computing to program, monitor and control his/her products</p> <p>identify and solve his/her own design problems and understand how to reformulate problems given to him/her</p> <p>select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p>

<p style="text-align: center;">Title</p> <p style="text-align: center;">Year 6 Overview</p>	<p style="text-align: center;">Core Skills</p>	<p style="text-align: center;">Challenge</p>	<p style="text-align: center;">Target Tracker Statements</p>
<p>Year 6 Overview Savory Muffins</p> <p>On Going Skills Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Identify where food is from and its health benefits. Explore and identifying different ingredients. Making an informed decision. Follow safety procedures</p>	<p>Identify different products with a focus on how food is processed into ingredients that can be eaten or used in cooking – Identifying how seasons can effect food available. Assessing existing products through taste and texture.</p> <p>Taste testing different ingredients, including seasoned products / identifying different equipment required followed by identifying End User and Purpose of the products they will make.</p> <p>Sample feedback from survey - Use feedback to create a graph based on End User requirements.</p> <p>Create a recipe based on their product.</p> <p>Measure different ingredients – Use skill of peeling, chopping, slicing, grating, mixing, spreading, kneading and baking for food preparation and cook the final product.</p> <p>Assess and evaluate final product – what makes your product unique – What would you change.</p>	<p>Exploring making different muffins with subtle difference in ingredients that can alter the favour of the product.</p>	<p>use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>identify and solve his/her own design problems and understand how to reformulate problems given to him/her</p> <p>use a variety of approaches e.g. biomimicry and user-centred design, to generate creative ideas and avoid stereotypical responses</p>

<p>Year 6 Overview</p> <p>Shelters</p> <p>On Going Skills:</p> <p>On Going Skills Research existing products – how they work and the people who benefit from them. What are their unique qualities? Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Making an informed decision. Follow safety procedures Reflect upon successful companies and designers.</p>	<p>Investigate famous inventors who developed ground-breaking structures. Reflecting on functionality, innovation, and famous architects. (use ICT to support)</p> <p>Explore different materials with the focus on function, durability (reinforcing) and aesthetically pleasing to the End User.</p> <p>Identify materials that are recyclable and incorporate these into their designs. Identify different types of materials e.g. wood and plastic covering that complements each other.</p> <p>Create design criteria and specification.</p> <p>Create different designs and assess which is most suitable for the End User.</p> <p>Creating their own structure and reflecting throughout about materials, texture, functionality, durability and suitable joining techniques.</p> <p>Reflect upon their design and annotate improvements based on End Users requirements and innovative qualities</p>	<p>Combining different materials – considering functionality and durability to create a unique and stable structure.</p>	<p>understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> <p>analyse the work of past and present professionals and others to develop and broaden his/her understanding</p> <p>understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</p> <p>develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>identify and solve his/her own design problems and understand how to reformulate problems given to him/her</p> <p>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p> <p>test, evaluate and refine his/her ideas and products against a specification, taking into account the views of intended users and other interested groups</p>
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<p>Year 6 Overview Slippers</p> <p>On Going Skills:</p> <p>On Going Skills Research existing products – how they work and the people who benefit from them. What are their unique qualities? Reflective process (Iterative process) throughout, to inform decision making. Exploring existing products. Identify Product / Propose and End User of their own product. Making an informed decision. Follow safety procedures Reflect upon successful companies and designers.</p>	<p>Exploring existing slipper – Materials used, joining techniques – how different textiles complement one another to meet the end user’s needs - Identify unique or innovative qualities.</p> <p>Explore different stitching techniques.</p> <p>Create a design specification - identify end user and purpose.</p> <p>Exploring textile materials and equipment to inform decisions as well as recyclable qualities.</p> <p>Create sketches focusing on End User and identify innovative qualities that would enhance the End User fulfilment.</p> <p>Use mathematical skills to map out / measure and cut.</p> <p>Create their slippers.</p> <p>Evaluate the product – does it satisfy end users’ requirements – is it innovative – what is the products unique qualities.</p>	<p>Assess the impact of combining different textiles for impact and function. Reflecting on the design specification and infusing innovative qualities.</p>	<p>understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</p> <p>develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>identify and solve his/her own design problems and understand how to reformulate problems given to him/her</p> <p>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p> <p>select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p> <p>test, evaluate and refine his/her ideas and products against a specification, taking into account the views of intended users and other interested groups</p>
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