



<p><b>National Curriculum Subject Content</b></p> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>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 <b>11</b></li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>12</b></li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <b>13</b></li> <li>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 <b>14</b></li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products <b>15</b></li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <b>16</b></li> <li>understand how key events and individuals in design and technology have helped shape the world <b>17</b></li> </ul> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures <b>18</b></li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <b>19</b></li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <b>20</b></li> <li>apply their understanding of computing to program, monitor and control their products. <b>21</b></li> </ul> <p><i>Cooking and Nutrition</i></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <b>22</b></li> </ul>			
Year	<b>Skills Block</b>	<b>MARVELLOUS MONSTERS</b>	<b>BIG COOK LITTLE COOK</b>
Year 5	<p>Use a range of tools and equipment expertly</p> <p>Produce a detailed step-by-step plan</p> <p>Make their product attractive and strong</p> <p>Use a range of joining techniques</p> <p>Incorporate a switch into their product</p> <p>Incorporate hydraulics and pneumatics</p> <p>Measure accurately to ensure that everything is precise</p>	<p>Take a user's view into account when designing</p> <p>Produce a detailed step-by-step plan</p> <p>Suggest some alternative plans and say what the good points and drawbacks are about each</p> <p>Refine and further improve their product</p> <p>Explain why their finished product is going to be of good quality</p> <p>Explain how their product will appeal to the audience</p> <p>Use a range of tools and equipment expertly</p> <p>Persevere through different stages of the making process</p> <p>Keep checking that their design is the best it can be</p> <p>Check whether anything could be improved</p> <p>Evaluate appearance and function against the original criteria</p> <p>Present their product well</p> <p>Describe what they do to be both and safe</p> <p>Think what the user would want when choosing textiles</p> <p>Make their product attractive and strong</p> <p>Make up a prototype first</p> <p>Use a range of joining techniques</p> <p>Measure accurately to ensure that everything is precise</p> <p>Ensure that their product is strong and fit for purpose</p>	<p>Describe what they do to be both hygienic and safe</p> <p>Present their product well</p> <p>Measure accurately to ensure that everything is precise</p> <p>Keep checking that their design is the best it can be</p> <p>Check whether anything could be improved</p> <p>Evaluate appearance and function against the original criteria</p> <p>Generate a range of ideas after they have collected information</p> <p>Take a user's view into account when designing</p> <p>Produce a detailed step-by-step plan</p> <p>Suggest some alternative plans and say what the good points and drawbacks are about each</p> <p>Explain why their finished product is going to be of good quality</p> <p>Explain how their product will appeal to the audience</p> <p>Use a range of tools and equipment expertly</p> <p>Persevere through different stages of the making process</p>
	<b>Skills Block</b>	<b>MARVELLOUS MONSTERS</b>	<b>BIG COOK LITTLE COOK</b>
Year 6	<p>Use a range of information to inform their design</p> <p>Use market research to inform plans</p> <p>Follow and refine their plan if necessary</p> <p>Consider culture and society in their designs</p> <p>Use tools and materials precisely</p> <p>Use different kinds of circuit in their product</p> <p>Ensure that their work is precise and accurate</p> <p>Hide joints so as to improve the look of their product</p>	<p>Use a range of information to inform their design</p> <p>Use market research to inform plans</p> <p>Work within constraints</p> <p>Follow and refine their plan if necessary</p> <p>Justify their plan to someone else</p> <p>Consider culture and society in their designs</p> <p>Use tools and materials precisely</p> <p>Change the way they are working if needed</p> <p>Test and evaluate their final product</p> <p>Ensure product is fit for purpose</p> <p>Suggest improvements</p> <p>Suggest resources have improved their product</p> <p>Select information to make it even better</p> <p>Design criteria are met</p> <p>Consider the use of the product when selecting materials</p> <p>Think about how their product could be sold</p> <p>Consider what would improve their product even more</p> <p>Use different kinds of circuit in their product</p> <p>Think of ways in which adding a circuit would improve their product</p> <p>Justify why they selected specific materials</p> <p>Ensure that their work is precise and accurate</p> <p>Hide joints so as to improve the look of their product</p> <p>Justify why chosen material was the best for the task</p> <p>Justify their design in relation to the audience</p>	<p>Explain how their product should be stored with reasons</p> <p>Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods</p> <p>Use a range of information to inform their design</p> <p>Use market research to inform plans</p> <p>Work within constraints</p> <p>Follow and refine their plan if necessary</p> <p>Justify their plan to someone else</p> <p>Consider culture and society in their designs</p> <p>Use tools and materials precisely</p> <p>Change the way they are working if needed</p> <p>Test and evaluate their final product</p> <p>Ensure product is fit for purpose</p> <p>Suggest improvements</p> <p>Suggest if resources have improved their product</p> <p>Select information to make it even better</p> <p>Design criteria are met</p> <p>Consider the use of the product when selecting materials</p> <p>Think about how their product could be sold</p> <p>Justify their design in relation to the audience</p> <p>Consider what would improve their product even more</p>

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
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