Research cultural traditions and evidence their influence in their own work.

Develop detailed criteria for designs, sharing ideas through exploded diagrams and prototypes.

Child's War (Sp1)
Design/Make WW2 planes own detailed plans, modifying them where appropriate


Make soft wire insect


Test and evaluate products against a detailed design specification and make adaptations as they develop



Knex - Ironbridge

Explain the form and function of familiar existing products.

Use CAD/CAM packages to design technical elements of a design.

Describe how an individual in the field of design and technology has helped shape the world.

Investigate the ingredients of traditional dishes, in the context of the culture.

Use various sources of information, clarifying sharing ideas through discussion and crosssectional diagrams, recognising that ideas have to meet a range of needs.



Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams, keeping in mind fitness for purpose and


Make a ski pulley

Make realistic, step by step Identify what has worked well and plans, reflecting on designs as what could be improved, evidencing the product develops. and explaining the results of * research.

Burps, Bottoms and Bile (Su2) Make a healthy meal and recipe card
Romans (Au1) Make a Roman tunic

Think of ideas and plan what to do next, based on their experience of working with materials and components.
nvestigate a range of existing products and say if they do what they are supposed to do

Produce detailed, labelled drawings or models of products based on design criteria.

## Beat, Band, Boogie (Sp1)

Make percussion instruments

Describe similarities and differences between own and others' work including work by professionals.

Explain how closely, finished products, meet their design criteria and say what they could do better in future.


Suggest improvements made and describe how to implement them.

Street Detectives/All Things Bright and Beautiful (Su1/2)
$\qquad$

Make realistic plans, identifying processes, equipment and materials needed.
Sewing

Self evaluate their made product and record using ICT.

Explore ingredients and how they are prepared.

(Au2) $\pm$

Investigate the design features of familiar/ existing products.

Create a detailed recipe,
to include measurements
Research and compare existing recipes.

(Su2)

Scrumdiddlyumptious (Su1) Make vegetable soup

Create a labelled design, in detail, recognising that designs have to meet a range of needs, including being fit for purpose.

## 1

Tremors (Sp1)
Earthquake structure

| With help, put ideas into |
| :--- |
| practice. |
| Draw a simple picture of an <br> intended design with basic <br> labelling. <br> Paws, Claws and Whiskers (A2) |

Talk about their own and

Memory Box (Sp2) Make old fashioned toys

Describe others' work and say what they like and dislike about it.

Order products or designs chronologically and begin to
Describe how an existing product - works.


Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

