



Windy Nook Primary School

Key Learning in Design Technology: Years 5 and 6

Design	Make	Evaluate
<p>List tools needed before starting the activity. Plan the sequence of work e.g. using a storyboard. Record ideas using annotated diagrams. Use models, kits and drawings to help formulate design ideas. Combine modelling and drawing to refine ideas. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Sketch and model alternative ideas. Decide which design idea to develop.</p>	<p>Make prototypes. Develop one idea in depth. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Use a computer to model ideas. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. Use appropriate finishing techniques for the project. Refine their product - review and rework/improve. Research and evaluate existing products (including book and web based research). Consider user and purpose. Identify the strengths and weaknesses of their design ideas. Give a report using correct technical vocabulary. Consider and explain how the finished product could be improved related to design criteria. Discuss how well the finished product meets the design criteria of the user. Test on the user! Understand how key people have influenced design.</p>	<p>Make prototypes. Develop one idea in depth. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Use a computer to model ideas. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. Use appropriate finishing techniques for the project. Refine their product - review and rework/improve. Research and evaluate existing products (including book and web based research). Consider user and purpose. Identify the strengths and weaknesses of their design ideas. Give a report using correct technical vocabulary. Consider and explain how the finished product could be improved related to design criteria. Discuss how well the finished product meets the design criteria of the user. Test on the user! Understand how key people have influenced design.</p>
Food	Textiles	Structures
<p>Prepare food products taking into account the properties of ingredients and sensory</p>	<p>Use the correct vocabulary appropriate to the project.</p>	<p>Use the correct terminology for tools materials and processes. Use bradawl to mark hole positions.</p>

<p>characteristics. Weigh and measure using scales. Select and prepare foods for a particular purpose. Work safely and hygienically. Show awareness of a healthy diet (using the eatwell plate). Use a range of cooking techniques. Know where and how ingredients are grown and processed. Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.</p>	<p>Create 3D products using patterns pieces and seam allowance. Understand pattern layout. Decorate textiles appropriately (often before joining components). Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). Combine fabrics to create more useful properties Make quality products.</p>	<p>Use hand drill to drill tight and loose fit holes. Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods.</p>
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Mechanical and Electrical Systems and ICT

Build frameworks to support mechanisms.
Stiffen and reinforce complex structures.
Develop a technical vocabulary appropriate to the project.
Use mechanical systems such as cams, pulleys and gears.
Use electrical systems such as motors.
Program, monitor and control using ICT.

RRSA Article Links

During this key learning the following articles will be addressed:

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people