



Spring 1 <u>Puppets</u>	Summer 2 <u>Kites</u>
<ul style="list-style-type: none"> <li>When designing and making, pupils should be taught to:</li> <li><b>Design</b></li> <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</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</li> <li><b>Make</b></li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</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</li> <li><b>Evaluate</b></li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>Design</b></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</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</li> <li><b>Make</b></li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</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</li> <li><b>Evaluate</b></li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li><b>Technical knowledge</b></li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<ol style="list-style-type: none"> <li>To research, investigate and analyse a range of existing products</li> <li>To develop design criteria</li> <li>To develop ideas through prototypes and pattern pieces (practise sewing)</li> <li>To plan ideas through annotated sketches</li> <li>To select from a range of materials according to aesthetic characteristics to make of product</li> <li>To evaluate my own and others work against our own design criteria</li> </ol>	<ol style="list-style-type: none"> <li>To understand how key individuals have helped shape the world (Homan J Walsh)</li> <li>To research and investigate existing products</li> <li>To develop design criteria and generate ideas through annotated sketches</li> <li>To investigate how to strengthen, stiffen and reinforce joins</li> <li>To make a functional product; selecting from a range of tools and materials (wooden dowels + saws)</li> </ol>

	6. To evaluate my own and others products against my own design criteria (use evaluation form on server)
--	--