

Design & Technology – Year 6 - Autumn Term – Design & Create Mexican Cuisine					
<u>Cooking</u>					
<u>Key Vocabulary:</u>					
Allergy, intolerance, savoury, source, seasonality utensils, combine, fold, ingredients, spread, cut, spices, herbs, roll, wheat, nutrition, spicy, mild, spread, cross-contamination, hygiene, recipe, shape, wholemeal, microorganisms, flavour, texture, balanced diet.					
National Curriculum	Week	NC - Coverage	Skills Taught  Disciplinary (Why)  Procedural (How)	Knowledge  Factual	Activity Outline
<p><b>Key stage 2 Pupils should be taught to:</b></p> <p><u>Design</u> 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><u>Make</u></p>	1	<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>I know why it's important to generate ideas, considering the purposes for which I am designing.</p> <p>I know how to make labelled drawings from different views showing specific features.</p> <p>I know why it's important to have a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p>	<p>I know that there are a variety of Mexican snacks including nachos, guacamole and tacos.</p> <p>I know that Mexican's include flavours of lime, jalapenos and chilli to season and flavour their foods.</p> <p>I know that some ingredients are easier to grow in some parts of the world than in others (due to conditions such as climate) and are often found in</p>	<p>Show children various different Mexican snacks/foods. What do they all have in common? What type of ingredients do they think have been used? Why might this be? What type of flavour do you think they would have?</p> <p>If possible, have a few Mexican foods for individuals to try.</p> <p>Show children Mexican Pin Wheels – explain that these can be done different and can include different ingredients. However, the one that you are showing them include guacamole,</p>

<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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>Evaluate</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p>				<p>dishes that originate where they are found.</p> <p>I know that the seasonality is the time of year when the harvest or flavour of a type of food is at its best.</p> <p>I know that there are a variety of ingredients included within a Mexican Pinwheel and to create the Pinwheel I will need to spread, layer, roll and slice.</p> <p>I know that Mexican lime's main ripening season is between August and December, avocados in Mexico are consistent all year round.</p>	<p>salsa and cheese. Discuss what is meant by the term seasonality and how it might affect some of the food available?</p> <p>Recap how food is either grown, caught or reared. Can children give some examples?</p> <p>Explain that they are going to make their own pin wheels, by creating their own salsa and guacamole and combing them together to make a presentable pin wheel that can be displayed in the dining hall for their Mexican theme dinner.</p> <p>Discuss the intended user, purpose and design criteria. Encourage children to think of their own design criteria, reminding them that this must be measurable and not opinionated.</p>
<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>2-3</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>I know why it is important to generate ideas, considering the purposes for which they are designing.</p> <p>I know how to make labelled drawings from different views showing specific features.</p>	<p>I know that some flavours complement each other more than others and some ingredients go well together.</p> <p>I know that some ingredients are more readily available at certain times of</p>	<p>Remind children of what the intended user and purpose are. Why are these important? How will they have an effect on our design process?</p> <p>Discuss the importance of the design criteria. Explain</p>

<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <p><u>Cooking</u>        Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</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>I know why it's important to have a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p>	<p>the year than others, due to changes in climate and some ingredients are grown under different farming practices and organic ingredients can be more expensive.</p> <p>I know that foods need to be safely stored and ingredients by chilling in the fridge to avoid harmful bacteria growing.</p> <p>I know that an exploded-view drawing is a diagram, picture, schematic or technical drawing of an object, that shows the relationship or order of assembly of various parts.</p>	<p>to children that they are going to be using an exploded diagram to show all layers of their Mexican Pin Wheel.</p> <p>If children wish to bring in additional ingredients to add to their pin wheel, they are welcome to.</p> <p>Model an exploded diagram, labelling key techniques e.g., bridge technique, peeling etc, ingredients and measurements and tools used.</p> <p>Allow children to design their Mexican Pin Wheel.</p> <p>Remind children of the importance of hygiene within the kitchen. Recap food hygiene.</p> <p>Children to either draw or write down a step by step process they intend to follow when creating their product – remind them of the importance of having a 'back up' plan if things are not successful at first.</p>
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	<p>4-6</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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</p>	<p>I know how to select appropriate tools and techniques for making my product.</p> <p>I know why it is important to understand food hygiene methods.</p>	<p>I know that salsa consists of tomatoes, onion and coriander finely diced with the addition of lime juice.</p> <p>I know that guacamole is made from avocados, red onion and lime juice.</p> <p>I know that appropriate equipment and utensils need to be selected, the correct techniques implemented for measuring out, preparing, and combining ingredients when creating my product.</p> <p>I know that a recipe is a set of instructions followed to prepare a particular dish.</p> <p>I know that vegetables can be sliced using a knife within a bridge hold technique, to cut ingredients into smaller, more manageable pieces.</p>	<p>Model/recap using key techniques e.g peeling, cutting, bridge technique etc.</p> <p>Explain to children that they need to first create their fillings for the Pin Wheels – Salsa and Guacamole.</p> <p>Model creating guacamole – reminding children of key hygiene and techniques used.</p> <p>Children to make their own guacamole.</p> <p>Children to use the recipe in front of them to weigh, measure out and prepare their ingredients to make the salsa.</p> <p>Model putting the Pin Wheels together, discuss the importance of portion control to ensure that the Pin Wheel does not fall apart and still looks presentable.</p>

		<p>functional properties and aesthetic qualities</p>		<p>I know that I can use the claw technique to help me dice a tomato.</p> <p>I know that I must slice the avocado in half, remove the stone and peel the skin using my fingers.</p>	<p>Children to finish creating their Pin Wheels.</p>
	<p>7</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>I know why it is important to evaluate my work both during and at the end of the assignment, and that I can use the data collected to collate within bar and pie charts to analyse.</p> <p>I know how to evaluate my product by carrying out appropriate tests.</p>	<p>I know that I can use questionnaires to collect data from participants in relation to the taste of my product.</p> <p>I know that to test the effectiveness of my product I can evaluate the taste, texture, appearance, odor using my senses.</p> <p>I know that to evaluate the effectiveness of my product, I can use the data collected and collate within bar charts or pie charts to analyse.</p>	<p>Remind children to reflect back to their design criteria. Why is it important to evaluate against this?</p> <p>Children to self-evaluate their product, skills and techniques that they applied. Children to have question prompts to support.</p> <p>Children to identify and justify skills that they believe they have secured and those that they feel they would like to develop further.</p> <p>Discuss with children the importance of testing out</p>

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					their product – how could we test out the product we have created?  Children to carry out a food sense evaluation form.

Design & Technology – Year 6 – Spring Term –Design & Create a Fair Group Prototype

**Mechanical/Electronic**

**Key Vocabulary:**

Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, battery, battery holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit, prototype, aesthetical functional, target audience.

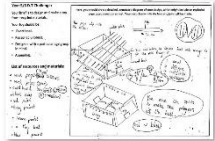
National Curriculum	Week	NC - Coverage	Skills Taught  Disciplinary (Why)  Procedural (How)	Knowledge  Factual	Activity Outline
<p><b>Key stage 2 Pupils should be taught to:</b>  <u>Design</u>            Use research and develop design criteria to inform the design of innovative, functional, appealing 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,</p>	1	<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,</p>	I know why it is important to generate ideas, considering the purposes for which they are designing.	<p>I know that Frederick Savage is the inventor or steam powered fairground machinery.</p> <p>I know that fairground rides have developed in size, materials and have become more appealing.</p> <p>I know that physics supports the movements in fairground rides – gravitational energy converts to kinetic energy.</p>	<p>Show children various different fairground rides – what is similar about them? How are they different? How do they move? What systems do we think have been used? Encourage them to annotate together as a group.</p> <p>Show them Frederick Savage who developed the fairground industry. Give them a fact file about him and encourage children to skim read the text and ask</p>

<p>prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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><u>Evaluate</u></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>		<p>pattern pieces and computer-aided design</p>			<p>them to ask one another questions about him to find out who he is and what he did.</p> <p>Discuss and feedback as a class. Why is he important? What did he do? How did it support the development in the Design and Technology world?</p> <p>Explain to children that their local theme park has asked them to create a prototype for a new fairground ride, that must include an electrical system and a mechanical system.</p> <p>Discuss with children the intended user, purpose and design criteria for their project.</p>
<p><u>Technical knowledge</u></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>2-3</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>I know why it is important to evaluate products and identify criteria that can be used for my own designs.</p> <p>I know why my product will need to follow a design</p>	<p>I know that a prototype is an early sample, model or release built to test a process or concept.</p>	<p>Explain to children that they will use a pulley system. Show children a pulley system, how does it work?</p> <p>Discuss and identify everyday pulleys e.g blind cord.</p> <p>Explain to children that they are going to use Scratch to</p>



<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <p><u>Cooking</u></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</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>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>criterion, which incorporates the precise goals that a project must achieve in order to be successful. e.g. a motor to move key parts, a switch to safely control the input and output.</p>	<p>I know that fairground rides can be aesthetically appealing by using vivid paintwork, lights, music and digital technology.</p>	<p>create a moving design that will identify how their product will be controlled e.g when something is turned on (switch) the motor will spin, and the pulley will move.</p> <p>Have an example ready on the board for children to discuss. How does this show how our product will move? How can we monitor the success from this design? What elements of Mathematics can we apply e.g time, rotations etc.</p> <p>Allow children to work in pairs to create their programme that will indicate how they intend to have their product moving. Encourage reflective conversation around the room.</p>
	<p>4</p>	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Apply their understanding of how to strengthen,</p>	<p>I know how to evaluate products and identify criteria that can be used for their own designs.</p>	<p>I know that mechanical systems and pulleys have an input, process and output and that gears and pulleys can be used to speed up, slow down or change the direction of movement.</p>	<p>Model how a pulley system works. How do you think we could incorporate an electronic system to support the pulley mechanism. Think back to how you controlled your programme through scratch?</p>

		<p>stiffen and reinforce more complex</p>		<p>I know that components need to be assembled to make quality working models.</p>	<p>Model creating a pulley system that works off a moving motor. Explain that the crocodile clips are more of a temporary method, and they will be using electric wire as this is more permanent.</p> <p>Give children the opportunity to explore different ways to set up their motor and pulley system. Encourage children to think about the portioning of their motor and how it will affect how their product moves.</p>
	<p>5-7</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>I know how to make labelled drawings from different views showing specific features.</p> <p>I know how to ensure fixed axles allow the wheels to rotate freely and continuously when a pulley is attached.</p> <p>I know how to apply my understanding of computing to program, monitor and control their products.</p>	<p>I know that a variety of symbols are associated with a functioning circuit, and I can label my design, e.g. battery, bulb, wire, switch and motor.</p> <p>I know that an exploded-view drawing is a diagram, picture, schematic or technical drawing of an object, that shows the relationship or order of assembly of various parts.</p>	<p>Remind children of their understanding of pulleys and electronic systems.</p> <p>Recap the intended user, purpose, and design criteria.</p> <p>Discuss with children the importance of the base structure – what do we need to ensure that it is? How can we ensure that it strong enough to house the mechanical system? What techniques can we apply to</p>

		<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>I know why it is important to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods.</p>		<p>stiffen the product? Collect feedback from the class and discuss these.</p> <p>Explain to children that as their product has many different components and elements, they will need to do a cross sectional design. Labelling all elements, materials, tools etc. Are they functional or aesthetic?/</p> <p>Example Below:</p>  <p>Explain to children that they need to incorporate their understanding of Science and Maths within their design, they need to be specific about their measurements e.g the measurement between the pulley system and the motor. They also need to include appropriate</p>
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					<p>scientific symbols to represent their electronic system.</p>
	<p>8-11</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>I know how to select appropriate tools and techniques for making my product.</p> <p>I know how to join and combine materials and components accurately in temporary and permanent way.</p> <p>I know how to check that a motor shaft rotates when powered.</p> <p>I know how to measure and cut different materials,</p>	<p>I know that I can strengthen my framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes because they are more rigid.</p>	<p>Recap the intended user, purpose and design criteria with children. Remind them of the importance of these as they create their product.</p> <p>Re-discuss the ways in which they can strengthen their structure – discuss the importance of this. Ensure that children understand that if their structure is weak so will their overall product.</p> <p>Children to create their product – circle the room and support where needed. However, allow children to</p>

			<p>including dowel, accurately and safely.</p> <p>I know why it is important to complete a process of review for each construction phase to ensure that each part works and is secure to achieve a fully effective end product.</p>		<p>become more independent and use all their knowledge from existing years to create their product.</p> <p>Stop children and remind them of the importance of making the product appealing – what ways could we make this prototype appealing?</p> <p>When children have finished – ask them to walk around the room and discuss and reflect on each other’s prototypes. How are they different? What elements have they incorporated? What are their strengths?</p>
	<p>12</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>I know why it is important to evaluate their work both during and at the end of the assignment.</p> <p>I know how to evaluate my product carrying out appropriate tests.</p>	<p>I know that I can use questionnaires to obtain data and closed questions will result in effective feedback based on my product.</p> <p>I know that to evaluate the effectiveness of my product, I can use the data collected and collate within bar</p>	<p>Children to reflect back to their design criteria, intended purpose and user. Children to independently evaluate their product, their success, their time management skills and their skill development. What are their strengths and what were their weaknesses?</p>

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				charts and pie charts. This will inform future designs.	<p>How could they improve their product?</p> <p>Children to reflect on the functional and aesthetical element of their product.</p> <p>Children to then create a video outlining the strengths and showcasing their product to the theme park manager. Discussing how the product works, what systems are used and what they would like to develop further.</p>

Design & Technology – Year 6 – Summer Term – Design & Create a Piece of Clothing- Promote their Individuality

**Sewing**

**Key Vocabulary:**

Computer aided design (CAD), font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip design brief, design criteria, innovative, prototype seam, transfer, applique, wadding, reinforce, target audience, hem, template, pattern pieces names of textiles and fastenings used, pins, needles, thread, fastenings, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype.

National Curriculum	Week	NC - Coverage	Skills Taught  Disciplinary (Why)  Procedural (How)	Knowledge  Factual	Activity Outline
<p><b>Key stage 2 Pupils should be taught to:</b>  <u>Design</u>                      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                       Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	<p>1</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                       Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</p>	<p>I know why it is important to evaluate their work both during and at the end of the assignment.</p>	<p>I know that clothing are items worn on the body, made from various textiles, materials and designs.                       I know that clothing can be used as a form of expression and individuality.                       I know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p>	<p>Explain to children that they are going to create a piece of clothing that can be advertised on a catwalk that NPPS are holding. This piece of clothing must showcase their individuality.                       Discuss with children how we can showcase our individuality? What things do we like? What type of person are we? What are our morals?                       Discuss the intended user and purpose and then come</p>

<p>prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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>Evaluate</p> <p>Investigate and analyse a range of existing products</p>		<p>pattern pieces and computer-aided design</p> <p>Investigate and analyse a range of existing products</p>		<p>I know that I can generate innovative ideas through research including surveys, interviews and questionnaires.</p> <p>I know that cotton is grown in countries with warm climates such as the USA, Brazil, India and China.</p> <p>I know that before creating products, designers develop design criteria and assess current trends.</p>	<p>up with a design criteria together.</p> <p>Encourage children to look through the magazines and the internet to analyse a range of products. Identifying what they like and don't like and justifying their reasons. Can they identify what sewing elements have been included?</p>
<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>2-3</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,</p>	<p>I know how to combine materials securely.</p> <p>I know why it is important to develop knowledge of different stitches and key sewing skills to support the creation of my product.</p> <p>I know how to hand sew embellishments, the thread should be doubled and kept</p>	<p>I know that the thread will need to pass through two pieces of fabric to successfully join together.</p> <p>I know that I will need to tie a knot at the end of the thread to secure my stitch using an ending stitch.</p> <p>I know that basting stitch is more effective than running</p>	<p>Discuss with children the importance of pinning materials together before sewing. Discuss that sewing forms a permanent joining of materials, what sewing technique might not be as permanent?</p> <p>What finishing techniques could we apply to our products using sewing to join or assemble them. Discuss tassels, zips, buttons etc. Explain that</p>



<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <p><u>Cooking</u></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>		<p>pattern pieces and computer-aided design</p>	<p>short to prevent twisting and knotting.</p>	<p>stitch to create a secure and permanent bind.</p> <p>I know that to create an ending stitch I will need to bring my needle over to the last stitch made, gently pulling to form a loop and repeating to make a knot.</p> <p>I know that back stitch can be used to decorate patterns by drawing patterns on the wrong side of the fabric.</p>	<p>children can also use printing using paint.</p> <p>Remind children how to do different stitches or add materials effectively e.g. running, basting, invisible etc.</p> <p>Allow children to practise, creating a prototype to add to their design showcasing the stitches they intend to use.</p>
<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>4-5</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-</p>	<p>I know how to make labelled drawings from different views showing specific features.</p> <p>I know why it is important to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of</p>	<p>I know that I can develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes, including using computer-aided design.</p>	<p>What will make this piece unique? How can we ensure that it is appealing to the user? What's the difference between functional and aesthetic?</p> <p>Explain to children that they are going to use a cross sectional design to showcase all elements of their design, including the techniques they plan to apply, the stitches they plan to use, the tools they plan</p>

		<p>sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>making, if the first attempts fail.</p> <p>I know how to design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>		<p>to use and the materials. Children can add samples of their materials to their design if extra material is available.</p> <p>Children to incorporate Mathematics, identifying the length and width of their materials etc.</p> <p>Children to draw out a step-by-step process of the method they intend to follow when creating their product – can they also identify potential issues that they believe might happen and how they intend on overcoming these?</p>
	<p>6-8</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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>I know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>I know how to join and combine materials and components accurately in temporary and permanent ways.</p> <p>I know how to sew using a range of stitches, weave and knit.</p>	<p>I know that fabrics can be strengthened, stiffened and reinforced where appropriate and different types of stitches can successfully join materials.</p> <p>I know that a textile pattern piece template is a shaped piece of rigid material used as an outline for processes such as cutting out, from which the</p>	<p>Remind children of the importance of accuracy when creating their design – model following a design and measuring out materials accurately. Remind children to leave a little extra material for when they sew the material together.</p> <p>Discuss the importance of making changes as they go – how can this benefit your product? Explain that if</p>

				<p>parts of a garment are traced onto fabric before being cut out and then put together.</p> <p>I know that I must mark our pieces of material using measuring tape and cut using scissors.</p> <p>I know that to add an applique design I must use a template to draw, use pins to attach to fabric and secure before sewing.</p>	<p>they have done so they can edit their design in a different colour to address the changes that they have made.</p> <p>Allow children to create their product – promote independence within the classroom, encouraging children to continuously problem solve and adapt their process if needed.</p> <p>Halfway through the project, encourage children to walk around the room reflecting on each other's pieces – what elements have they included. Encourage them to discuss with one another the strengths and changes they have made with their product.</p>
	<p>9</p>	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own</p>	<p>I know why it important to evaluate my work both during and at the end of the assignment.</p>	<p>I know that I must evaluate my product against the design criteria I have</p>	<p>Children to reflect back their design criteria. Can they evaluate their product against this criterion.</p>

		<p>design criteria and consider the views of others to improve their work</p>	<p>I know how to evaluate the effectiveness of my clothing – is the stitching secure? Does my clothing promote individuality? Can it be worn?</p>	<p>generated individually, as a means to improve my work.</p>	<p>Children to self- evaluate their product, their success, time management skills, skill development and improvements/changes made.</p> <p>Children too re-draw their finishing product against their original design. Children to annotate their finished product – identifying difference and similarities justifying the reasons for the changes made in their product.</p> <p>Children to run the ‘catwalk’ with their final piece. Children to collect feedback from people that attended the catwalk.</p>
	<p>10</p>	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>I know how to evaluate my product and identify criteria that can be used for my own design for next time.</p>	<p>I know that I can distribute questionnaires to evaluate the effectiveness of my product, I can use the data collected and collate within bar charts and pie charts to analyse.</p>	<p>Peer Evaluation</p> <p>Questionnaire Feedback and Analysis</p>

E Daniels  
Design & Technology – MTP – Year 6

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