



# Design Technology



## NAVIGATORS

<b>COME FLY WITH ME! AMERICA</b> Year 5	<b>“I HAVE A DREAM...”</b> Year 6	<b>A WORLD OF BRIGHT IDEAS</b> Year 6	<b>MISSION CONTROL</b> Year 5
<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products.</li> <li>To 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>To understand the significance of dreamcatchers and trace their origin to the Ojibwa tribe.</li> <li>To design and create their own dreamcatchers following extensive research in the subject.</li> </ul>	<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products.</li> <li>To 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>To design and create paperclip jewellery to help <b>raise awareness</b> of discrimination and highlight the need for tolerance.</li> </ul>	<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To understand how key events and individuals in design and technology have helped shape the world.</li> <li>To 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>To understand the concepts of copyright, patent and trademark.</li> <li>To design and create sample cards with their own logo and brand name for a greeting cards company.</li> </ul>	<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To 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>To 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>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>To understand the lives of space travellers and design a communication device that is suited to their needs.</li> <li>To create a prototype and evaluate its effectiveness for space exploration.</li> </ul>



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<b>YOU'RE NOT INVITED!</b> Year 5	<b>FULL OF BEANS</b> Year 5	<b>GLOBAL WARMING</b> Year 6
<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"><li>• To 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>• To 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>• To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul> <ul style="list-style-type: none"><li>• To understand the lives of soldiers and design a place for them to sleep that is suited to their needs.</li><li>• To create a prototype and evaluate its suitability and effectiveness by linking it to the soldiers' work and changing environments.</li></ul>	<p><b>COOKING AND NUTRITION</b></p> <ul style="list-style-type: none"><li>• To understand and apply the principles of a healthy and varied diet.</li><li>• To design a smoothie recipe for a <b>business enterprise</b> listing the various ingredients with instructions for preparation.</li><li>• To test various taste combinations and finalise the recipe by understanding the nutritional value of the final product.</li></ul>	<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"><li>• To investigate and analyse a range of existing products.</li><li>• To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li></ul> <ul style="list-style-type: none"><li>• To design a fun yet educational board game, based around learning about <b>pollution and waste</b>.</li><li>• To create a prototype by finalising the materials/resources required and writing the rules/instructions to accompany the game.</li></ul>



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### FOCUSED TASKS

<b>Electronics 1</b>	Design, make and evaluate a device used to send Morse code signals	Year 6
<b>Electronics 2</b>	Design, make and evaluate a traffic control system	Year 5
<b>Textiles</b>	Make a cushion following a pattern	Year 5
<b>Mechanisms - Structures 1</b>	Create frame structure	Year 5
<b>Mechanisms - Structures 2</b>	Join up frames to create a bridge	Year 5
<b>Mechanisms - Structures 3</b>	Design, make and evaluate a three wheeled 'racer'	Year 6
<b>Food Technology</b>		Year 5
<b>Food Technology</b>		Year 6