		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 –	Cooking – pita flat	Generate ideas for an item, considering its purpose and the user/s.
	Mythological	breads	Identify a purpose and establish criteria for a successful product.
	Marvels		Plan the order of their work before starting.
		Linked to history	Make drawings with labels when designing.
			Demonstrate hygienic food preparation and storage.
			• Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.
			Disassemble and evaluate familiar products.
		Construction –	2.
		moveable Trojan horse	<ul> <li>Generate ideas for an item, considering its purpose and the user/s.</li> </ul>
		Linkad to litarea.	<ul> <li>Identify a purpose and establish criteria for a successful product.</li> </ul>
		Linked to literacy	Plan the order of their work before starting.
		Linked to history	<ul> <li>Explore, develop and communicate design proposals by modelling ideas.</li> </ul>
			Make drawings with labels when designing.
			<ul> <li>Select tools and techniques for making their product.</li> </ul>
			<ul> <li>Measure, mark out, cut, score and assemble components with more accuracy.</li> </ul>
			<ul> <li>Work safely and accurately with a range of simple tools.</li> </ul>
			<ul> <li>Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</li> </ul>
			• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT).
			• Evaluate their product against original design criteria – e.g. how well it meets its intended purpose
<b>a</b> \	Autumn 2 –	Construction – model	Generate ideas for an item, considering its purpose and the user/s.
Three	Local Heroes	building (of school	<ul> <li>Identify a purpose and establish criteria for a successful product.</li> </ul>
<u> </u>		grounds from drawn	Plan the order of their work before starting.
5		maps)	<ul> <li>Explore, develop and communicate design proposals by modelling ideas.</li> </ul>
			Make drawings with labels when designing.
		Linked to geography	Select tools and techniques for making their product.
<u></u>			<ul> <li>Measure, mark out, cut, score and assemble components with more accuracy.</li> </ul>
ear			<ul> <li>Work safely and accurately with a range of simple tools.</li> </ul>
>			<ul> <li>Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</li> </ul>

onflict : c	Construction – catapults Linked to history	<ul> <li>(including ICT).</li> <li>Evaluate their product against original design criteria – e.g. how well it meets its intended purpose</li> <li>Generate ideas for an item, considering its purpose and the user/s.</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting.</li> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> </ul>
onflict : c	catapults	<ul> <li>Generate ideas for an item, considering its purpose and the user/s.</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting.</li> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> </ul>
onflict : c	catapults	<ul> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting.</li> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> </ul>
esolution		<ul> <li>Plan the order of their work before starting.</li> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> </ul>
	inked to history	<ul> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> </ul>
L	inked to history	Make drawings with labels when designing.
L	inked to history	
		<ul> <li>Select tools and techniques for making their product.</li> </ul>
		Measure, mark out, cut, score and assemble components with more accuracy.
		Work safely and accurately with a range of simple tools.
		• Think about their ideas as they make progress and be willing to change things if this helps them to improve their
		work.
		• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT).
		<ul> <li>Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.</li> </ul>
		2.
	•	<ul> <li>Generate ideas for an item, considering its purpose and the user/s.</li> </ul>
		Identify a purpose and establish criteria for a successful product.
•	weapons/sineius.	Plan the order of their work before starting.
1	inked to history	Explore, develop and communicate design proposals by modelling ideas.
	inked to motory	Make drawings with labels when designing.
		Select tools and techniques for making their product.
		<ul> <li>Measure, mark out, cut, score and assemble components with more accuracy.</li> </ul>
		Work safely and accurately with a range of simple tools.
		• Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.
		• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT).
		<ul> <li>Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.</li> </ul>
oring 2 –	Construction – Tudor	Generate ideas for an item, considering its purpose and the user/s.
	nouses	<ul> <li>Identify a purpose and establish criteria for a successful product.</li> </ul>
		Plan the order of their work before starting.
L	inked to history	<ul> <li>Explore, develop and communicate design proposals by modelling ideas.</li> </ul>
	ring 2 – hy Settle?	_

		Make drawings with labels when designing.
		Select tools and techniques for making their product.
		Measure, mark out, cut, score and assemble components with more accuracy.
		Work safely and accurately with a range of simple tools.
		Think about their ideas as they make progress and be willing to change things if this helps them to improve their
		work.
		• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment
		(including ICT).
		• Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.
	Sewing – Tudor roses	2.
	(before moving on –	Generate ideas for an item, considering its purpose and the user/s.
	could move to Sp1 if	Identify a purpose and establish criteria for a successful product.
	better suited)	Plan the order of their work before starting.
	Secret surreu,	Explore, develop and communicate design proposals by modelling ideas.
	Linked to history	Make drawings with labels when designing.
	,	Measure, tape or pin, cut and join fabric with some accuracy.
		• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment
		(including ICT).
		Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.
Summer 1 –	Construction – bug	Generate ideas for an item, considering its purpose and the user/s.
Cycles in Nature	hotels	Identify a purpose and establish criteria for a successful product.
Nature	Linked to science	Plan the order of their work before starting.
	Linked to science	Explore, develop and communicate design proposals by modelling ideas.
		Make drawings with labels when designing.
		Select tools and techniques for making their product.      Macause made out out one and accomple company and accompless and accompless are not out of the company and accompless are not only accompless.
		Measure, mark out, cut, score and assemble components with more accuracy.      Work safely and assurately with a range of simple tools.
		Work safely and accurately with a range of simple tools.  Think shout their ideas as they make progress and be willing to change things if this helps them to improve their
		• Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.
		<ul> <li>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment</li> </ul>
		(including ICT).
		<ul> <li>Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.</li> </ul>
		2.
	Construction – insect	<ul> <li>Generate ideas for an item, considering its purpose and the user/s.</li> </ul>
	shadow puppets	, 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

		Identify a purpose and establish criteria for a successful product.
	Linked to science	Plan the order of their work before starting.
		Explore, develop and communicate design proposals by modelling ideas.
		Make drawings with labels when designing.
		Select tools and techniques for making their product.
		Measure, mark out, cut, score and assemble components with more accuracy.
		Work safely and accurately with a range of simple tools.
		Think about their ideas as they make progress and be willing to change things if this helps them to improve their
		work.
		Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment
		(including ICT).
		• Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.
		Disassemble and evaluate familiar products.
Summer 2 –	Construction – Design	Generate ideas for an item, considering its purpose and the user/s.
Eastern	and build a useable	Identify a purpose and establish criteria for a successful product.
Exploration	bridge	Plan the order of their work before starting.
		Explore, develop and communicate design proposals by modelling ideas.
	Linked to science	Make drawings with labels when designing.
		Select tools and techniques for making their product.
		Measure, mark out, cut, score and assemble components with more accuracy.
		Work safely and accurately with a range of simple tools.
		• Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.
		• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT).
		<ul> <li>Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.</li> </ul>
		Disassemble and evaluate familiar products.
	Carlina Indianatula	2.
	Cooking – Indian style buffet	Generate ideas for an item, considering its purpose and the user/s.
	buriet	Identify a purpose and establish criteria for a successful product.
	Linked to geography	Plan the order of their work before starting.
	Linked to geographly	Make drawings with labels when designing.
		Demonstrate hygienic food preparation and storage.
		• Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.

	Disassemble and evaluate familiar products.

		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 –	Construction/sewing –	Generate ideas, considering the purposes for which they are designing.
	Exciting	felt dolls of the	<ul> <li>Make labelled drawings from different views showing specific features.</li> </ul>
	Expeditions	Monarchs of the House	• Develop a clear understanding of what has to be done, planning how to use materials, equipment and
		of Stuart	processes, and suggesting alternative methods of making, if the first attempt fails.
			<ul> <li>Evaluate products and identify criteria that can be used for their own designs.</li> </ul>
		Linked to history	<ul> <li>Generate ideas, considering the purposes for which they are designing.</li> </ul>
			Make labelled drawings from different views showing specific features.
			• Develop a clear understanding of what has to be done, planning how to use materials, equipment and
			processes, and suggesting alternative methods of making, if the first attempt fails.
			<ul> <li>Evaluate products and identify criteria that can be used for their own designs.</li> </ul>
			<ul> <li>Join and combine materials and components accurately in temporary and permanent ways.</li> </ul>
			Sew using a range of different stitches, weave and knit.
			Measure, tape or pin, cut and join fabric with some accuracy.
			<ul> <li>Evaluate their work both during and at the end of the assignment.</li> </ul>
	Autumn 2 – A	Construction – design	Generate ideas, considering the purposes for which they are designing.
	Kingdom	and build a 'Guy'	<ul> <li>Make labelled drawings from different views showing specific features.</li> </ul>
	United		• Develop a clear understanding of what has to be done, planning how to use materials, equipment and
		Linked to history	processes, and suggesting alternative methods of making, if the first attempt fails.
		Gunpowder Plot	<ul> <li>Evaluate products and identify criteria that can be used for their own designs.</li> </ul>
		mentioned in Au1 –	<ul> <li>Select appropriate tools and techniques for making their product.</li> </ul>
		may want to adjust	• Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques
		timings accordingly.	<ul> <li>Evaluate their work both during and at the end of the assignment.</li> </ul>
	Spring 1 –	Design – design an ideal	Generate ideas, considering the purposes for which they are designing.
_	Restorative	ecosystem (can make as	<ul> <li>Make labelled drawings from different views showing specific features.</li> </ul>
3	Justice	models)	• Develop a clear understanding of what has to be done, planning how to use materials, equipment and
Fou			processes, and suggesting alternative methods of making, if the first attempt fails.
		Linked to science	<ul> <li>Evaluate products and identify criteria that can be used for their own designs.</li> </ul>
			Use simple graphical communication techniques.
7			Evaluate their work both during and at the end of the assignment.
D D			2.
e		Cooking – Fire of	<ul> <li>Generate ideas, considering the purposes for which they are designing.</li> </ul>
		London cakes (the	Make labelled drawings from different views showing specific features.

	baked goods which	•	Develop a clear understanding of what has to be done, planning how to use materials, equipment and
	burned down a city)		processes, and suggesting alternative methods of making, if the first attempt fails.
		•	Evaluate products and identify criteria that can be used for their own designs.
	Linked to history	•	Select appropriate tools and techniques for making their product.
		•	Demonstrate hygienic food preparation and storage.
		•	Evaluate their work both during and at the end of the assignment.
		•	Evaluate their products, carrying out appropriate tests.
Spring 2 –	Construction – Sundials	•	Generate ideas, considering the purposes for which they are designing.
Constellation		•	Make labelled drawings from different views showing specific features.
Exploration		•	Develop a clear understanding of what has to be done, planning how to use materials, equipment and
	Linked to science		processes, and suggesting alternative methods of making, if the first attempt fails.
		•	Evaluate products and identify criteria that can be used for their own designs.
		•	Select appropriate tools and techniques for making their product.
		•	Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques
		•	Join and combine materials and components accurately in temporary and permanent ways.
		•	Evaluate their work both during and at the end of the assignment.
		•	Evaluate their products, carrying out appropriate tests.
	County Design	2.	
	Construction – Design and create a model of a	•	Generate ideas, considering the purposes for which they are designing.
	space rocket / space	•	Make labelled drawings from different views showing specific features.
	ride (protect the egg)	•	Develop a clear understanding of what has to be done, planning how to use materials, equipment and
	fide (protect the egg)		processes, and suggesting alternative methods of making, if the first attempt fails.
	Linked to literacy	•	Evaluate products and identify criteria that can be used for their own designs.
	Linked to interdey	•	Select appropriate tools and techniques for making their product.
		•	Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques
		•	Join and combine materials and components accurately in temporary and permanent ways.
		•	Evaluate their work both during and at the end of the assignment.
Summer 1 –	Construction – Design	•	Generate ideas, considering the purposes for which they are designing.
Eurovision	and create your own	•	Make labelled drawings from different views showing specific features.
	musical instrument.	•	Develop a clear understanding of what has to be done, planning how to use materials, equipment and
			processes, and suggesting alternative methods of making, if the first attempt fails.
	Linked to music	•	Evaluate products and identify criteria that can be used for their own designs.
	Linked to science	•	Select appropriate tools and techniques for making their product.
		•	Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques

		Join and combine materials and components accurately in temporary and permanent ways.
		Evaluate their work both during and at the end of the assignment
		Evaluate their products, carrying out appropriate tests.
Summer 2 –	Cooking – Macedonia	Generate ideas, considering the purposes for which they are designing.
Threads of	de Fruita (Spanish Fruit	Make labelled drawings from different views showing specific features.
History	Salad)	Develop a clear understanding of what has to be done, planning how to use materials, equipment and
		processes, and suggesting alternative methods of making, if the first attempt fails.
		Evaluate products and identify criteria that can be used for their own designs.
	Linked to geography	Select appropriate tools and techniques for making their product.
	Linked to Spanish	Demonstrate hygienic food preparation and storage.
	Linked to PSHE	Evaluate their work both during and at the end of the assignment.
		Evaluate their products, carrying out appropriate tests.
		2.
	Sewing -Tapestry	Generate ideas, considering the purposes for which they are designing.
		Make labelled drawings from different views showing specific features.
	Linked to art	Develop a clear understanding of what has to be done, planning how to use materials, equipment and
		processes, and suggesting alternative methods of making, if the first attempt fails.
		Evaluate products and identify criteria that can be used for their own designs.
		Generate ideas, considering the purposes for which they are designing.
		Make labelled drawings from different views showing specific features.
		Develop a clear understanding of what has to be done, planning how to use materials, equipment and
		processes, and suggesting alternative methods of making, if the first attempt fails.
		Evaluate products and identify criteria that can be used for their own designs.
		Join and combine materials and components accurately in temporary and permanent ways.
		Sew using a range of different stitches, weave and knit.
		Measure, tape or pin, cut and join fabric with some accuracy.
		Evaluate their work both during and at the end of the assignment.

		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 –	Construction and	Generate ideas through brainstorming and identifying a purpose for their product.
	Rights and	Sewing – pencil cases	Draw up a specification for their design.
	Responsibilities		<ul> <li>Develop 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 attempt fails.</li> </ul>
			• Use results of investigations, information sources (including ICT) when developing design ideas.
			Select appropriate materials, tools and techniques.
			Measure and mark out accurately.
			<ul> <li>Use skills in using different tools and equipment safely and accurately.</li> </ul>
			<ul> <li>Cut and join and with accuracy to ensure a good-quality finish to the product.</li> </ul>
			Evaluate a product against the original design specification.
			Evaluate a product personally and seek evaluation from others.
	Autumn 2 –	Cooking – Cupcakes	Generate ideas through brainstorming and identifying a purpose for their product.
	Rich v Poor	(Marie Antionette)	Draw up a specification for their design.
			<ul> <li>Develop 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 attempt fails.</li> </ul>
		Linked to history	<ul> <li>Use results of investigations, information sources (including ICT) when developing design ideas.</li> </ul>
			Weigh and measure accurately (time, dry ingredients, liquids).
			<ul> <li>Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</li> </ul>
			<ul> <li>Evaluate a product against the original design specification.</li> </ul>
			Evaluate a product personally and seek evaluation from others.
	Spring 1 – Rule	Cooking – hard tack	Generate ideas through brainstorming and identifying a purpose for their product.
	Britannia		Draw up a specification for their design.
<b>a</b> \		Linked to history	<ul> <li>Develop 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 attempt fails.</li> </ul>
9			• Use results of investigations, information sources (including ICT) when developing design ideas.
Five			Weigh and measure accurately (time, dry ingredients, liquids).
4			<ul> <li>Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</li> </ul>
<u> </u>			Evaluate a product against the original design specification.
Yea		Construction	Evaluate a product personally and seek evaluation from others.
O		Construction – sail boats	2.
<b>&gt;</b>		boats	Generate ideas through brainstorming and identifying a purpose for their product.

		Draw up a specification for their design.
	Linked to history	Develop 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 attempt fails.
		Use results of investigations, information sources (including ICT) when developing design ideas.
		Select appropriate materials, tools and techniques.
		Measure and mark out accurately.
		Use skills in using different tools and equipment safely and accurately.
		Cut and join and with accuracy to ensure a good-quality finish to the product.
		Evaluate a product against the original design specification.
		Evaluate a product personally and seek evaluation from others.
Spring 2 –	Cooking – Hangi	Generate ideas through brainstorming and identifying a purpose for their product.
Discovery		Draw up a specification for their design.
		Develop 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 attempt fails.
	Linked to geography	Use results of investigations, information sources (including ICT) when developing design ideas.
		Weigh and measure accurately (time, dry ingredients, liquids).
		Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.
		Evaluate a product against the original design specification.
		Evaluate a product personally and seek evaluation from others.
		2.
	Construction – Creating	Generate ideas through brainstorming and identifying a purpose for their product.
	lights ''Lighting it up'	Draw up a specification for their design.
		Develop 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 attempt fails.
	Linked to science	Use results of investigations, information sources (including ICT) when developing design ideas.
		Select appropriate materials, tools and techniques.
		Measure and mark out accurately.
		Use skills in using different tools and equipment safely and accurately.
		Cut and join and with accuracy to ensure a good-quality finish to the product.
		Evaluate a product against the original design specification.
		Evaluate a product personally and seek evaluation from others.
Summer 1 –	Construction – Battery-	Generate ideas through brainstorming and identifying a purpose for their product.
Progress	operated wire-loop	Draw up a specification for their design.
	game	

		Develop 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 attempt fails.
	Linked to science	Use results of investigations, information sources (including ICT) when developing design ideas.
		Select appropriate materials, tools and techniques.
		Measure and mark out accurately.
		Use skills in using different tools and equipment safely and accurately.
		Cut and join and with accuracy to ensure a good-quality finish to the product.
		Evaluate a product against the original design specification.
		Evaluate a product personally and seek evaluation from others.
Summer 2 –	Design and	Generate ideas through brainstorming and identifying a purpose for their product.
Geology Rocks!	Construction – Mini	Draw up a specification for their design.
	Greenhouses	Develop 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 attempt fails.
		Use results of investigations, information sources (including ICT) when developing design ideas.
	Linked to science	Select appropriate materials, tools and techniques.
		Measure and mark out accurately.
		Use skills in using different tools and equipment safely and accurately.
		Cut and join and with accuracy to ensure a good-quality finish to the product.
		Evaluate a product against the original design specification.
	Sewing – Funky	Evaluate a product personally and seek evaluation from others.
	Furnishings (cushion	2.
	cover making)	Generate ideas through brainstorming and identifying a purpose for their product.
	0,	Draw up a specification for their design.
		Develop 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 attempt fails.
		Use results of investigations, information sources (including ICT) when developing design ideas.
		Select appropriate materials, tools and techniques.
		Measure and mark out accurately.
		Use skills in using different tools and equipment safely and accurately.
		Cut and join and with accuracy to ensure a good-quality finish to the product.
		Evaluate a product against the original design specification.
		Evaluate a product personally and seek evaluation from others.

		Outcomes	Links to the progressions of skills document and the National Curriculum
-	Autumn 1 –	Construction – moving	Communicate their ideas through detailed, labelled drawings.
	The Industrial	locks	Develop a design specification.
	Revolution		• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			<ul> <li>ways.</li> <li>Plan the order of their work, choosing appropriate materials, tools and techniques.</li> </ul>
		Linked to	<ul> <li>Select appropriate tools, materials, components and techniques.</li> </ul>
		history/geography	
		11.000.11.0000.000.00	
			<ul> <li>Use tools safely and accurately.</li> <li>Construct products using permanent joining techniques.</li> </ul>
			<ul><li>Make modifications as they go along.</li><li>Achieve a quality product.</li></ul>
			• Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
			Record their evaluations using drawings with labels.  Substance in the sign of sign of substance and support the sign of substance due to sold be a grant and support to sign of substance and support to sign of support
-			Evaluate against their original criteria and suggest ways that their product could be approved.
	Autumn 2 –	Construction – moving	Communicate their ideas through detailed, labelled drawings.
	The Social Reformation	toys	Develop a design specification.
	Reformation		• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.
		Linked to history (mildly  – Victorian moving toys)	Plan the order of their work, choosing appropriate materials, tools and techniques.
			Select appropriate tools, materials, components and techniques.
			Assemble components to make working models.
		victoriali moving toysj	Use tools safely and accurately.
			Construct products using permanent joining techniques.
			Make modifications as they go along.
			Achieve a quality product.
×			• Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
<u>ک</u>			Record their evaluations using drawings with labels.
_			Evaluate against their original criteria and suggest ways that their product could be approved.
			2.
ea		Sewing – tapestries	Communicate their ideas through detailed, labelled drawings.
9		(William Morris)	Develop a design specification.
			<ul> <li>Plan the order of their work, choosing appropriate materials, tools and techniques.</li> </ul>

		•	Select appropriate tools, materials, components and techniques.
	Linked to history	•	Make modifications as they go along.
	Linked to art	•	Pin, sew and stitch materials together to create a product.
		•	Achieve a quality product.
		•	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
		•	Evaluate against their original criteria and suggest ways that their product could be approved.
Spring 1 –	Construction – Bird Box	•	Communicate their ideas through detailed, labelled drawings.
Votes for	Builders	•	Develop a design specification.
Women!		•	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.
		•	Plan the order of their work, choosing appropriate materials, tools and techniques.
	Linked to science	•	Select appropriate tools, materials, components and techniques.
		•	Assemble components to make working models.
		•	Use tools safely and accurately.
		•	Construct products using permanent joining techniques.
		•	Make modifications as they go along.
		•	Achieve a quality product.
		•	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
		•	Record their evaluations using drawings with labels.
		•	Evaluate against their original criteria and suggest ways that their product could be approved.
Spring 2 – The	Construction – Temples	•	Communicate their ideas through detailed, labelled drawings.
Americas		•	Develop a design specification.
		•	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.
	Linked to history	•	Plan the order of their work, choosing appropriate materials, tools and techniques.
		•	Select appropriate tools, materials, components and techniques.
		•	Assemble components to make working models.
		•	Use tools safely and accurately.
		•	Construct products using permanent joining techniques.
		•	Make modifications as they go along.
		•	Achieve a quality product.
		•	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
		•	Record their evaluations using drawings with labels.
		•	Evaluate against their original criteria and suggest ways that their product could be approved.

	Construction –	2.	
	Jewellery making	•	Communicate their ideas through detailed, labelled drawings.
		•	Develop a design specification.
		•	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.
	Linked to history	•	Plan the order of their work, choosing appropriate materials, tools and techniques.
		•	Select appropriate tools, materials, components and techniques.
		•	Assemble components to make working models.
		•	Use tools safely and accurately.
			Construct products using permanent joining techniques.
			Make modifications as they go along.
			Achieve a quality product.
			Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
			Record their evaluations using drawings with labels.
			Evaluate against their original criteria and suggest ways that their product could be approved.
Summer 1 –	Construction –		Communicate their ideas through detailed, labelled drawings.
Great Powers	Anderson/ Morrison		Develop a design specification.
Collide	shelters	•	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.
	Links of to biotom.		Plan the order of their work, choosing appropriate materials, tools and techniques.
	Linked to history		Select appropriate tools, materials, components and techniques.
			Assemble components to make working models.
			Use tools safely and accurately.
			Construct products using permanent joining techniques.
			Make modifications as they go along.
			Achieve a quality product.
			Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
			Record their evaluations using drawings with labels.
			Evaluate against their original criteria and suggest ways that their product could be approved.
	Cooking – war time	2.	Compression to the six ideas there were detailed labelled describes
	recipes		Communicate their ideas through detailed, labelled drawings.
			Develop a design specification
			Plan the order of their work, choosing appropriate materials, tools and techniques.
	Linked to history	•	Select appropriate tools, materials, components and techniques.

		•	Use tools safely and accurately.
		•	Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.
		•	Achieve a quality product.
		•	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
		•	Evaluate against their original criteria and suggest ways that their product could be approved.
Summer 2 –	Design and	•	Communicate their ideas through detailed, labelled drawings.
Moving On	Construction – Fair	•	Develop a design specification.
	Grounds	•	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.
		•	Plan the order of their work, choosing appropriate materials, tools and techniques.
		•	Select appropriate tools, materials, components and techniques.
	Links of the DCHE	•	Assemble components to make working models.
	Linked to PSHE	•	Use tools safely and accurately.
		•	Construct products using permanent joining techniques.
		•	Make modifications as they go along.
		•	Achieve a quality product.
		•	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
		•	Record their evaluations using drawings with labels.
		•	Evaluate against their original criteria and suggest ways that their product could be approved.
	Cooking – Spanish Food	2.	
		•	Communicate their ideas through detailed, labelled drawings.
		•	Develop a design specification
		•	Plan the order of their work, choosing appropriate materials, tools and techniques.
	Linked to Spanish	•	Select appropriate tools, materials, components and techniques.
	Linked to PSHE	•	Use tools safely and accurately.
		•	Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.
		•	Achieve a quality product.
		•	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
		•	Evaluate against their original criteria and suggest ways that their product could be approved.
	Design and	3.	
	Construction – Hobbit	•	Communicate their ideas through detailed, labelled drawings.
	Holes	•	Develop a design specification.
		•	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of
			ways.

Linked to Literacy	Plan the order of their work, choosing appropriate materials, tools and techniques.
	Select appropriate tools, materials, components and techniques.
	Assemble components to make working models.
	Use tools safely and accurately.
	Construct products using permanent joining techniques.
	Make modifications as they go along.
	Achieve a quality product.
	Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.
	Record their evaluations using drawings with labels.
	Evaluate against their original criteria and suggest ways that their product could be approved.