

YEAR 6	
Developing, planning and communicating ideas	<ul style="list-style-type: none"> • I can make sensible choices as to which material to use for my constructions • I can develop my own ideas from initial starting points • I can incorporate some type of movement into models • I can consider how to improve my construction
ASSESSMENT	<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>Can they use a range of information to inform their design?</p> <p>Can they use market research to inform plans?</p> <p>Can they work within constraints?</p> <p>Can they follow and refine their plan if necessary? Can they justify their plan to someone else?</p> <p>Do they consider culture and society in their designs?</p>
Working with tools, equipment, materials and components to make quality products	<p>MATERIALS</p> <ul style="list-style-type: none"> • I can justify why they selected specific materials • I can work within a budget? • How have I ensured that my work is precise and accurate? • I can hide joints so as to improve the look of my product • Did I consider the use of the product when selecting materials? • Does my product meet all design criteria? <p>TEXTILES</p> <ul style="list-style-type: none"> • I have thought about how my product could be sold • I have given considered thought about what would improve my product even more <p>ELECTRICAL and MECHANICAL COMPONENTS</p> <ul style="list-style-type: none"> • I can use different kinds of circuit in their product • I can think of ways in which adding a circuit would improve my product
ASSESSMENT	<p>Select from and use a wider range of tools and equipment to perform practical tasks, such as 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 functional properties and aesthetic qualities</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Can they explain why their finished product is going to be of good quality?</p> <p>Can they use tools and materials precisely?</p> <p>Do they change the way they are working if needed?</p>
Evaluating processes and products	<ul style="list-style-type: none"> • I can explain how to join things in a different way • I have worked at my product even though my original idea might not have worked • I have taken time to consider how I could have made my idea better
ASSESSMENT	<p>How well do they test and evaluate their final product?</p> <p>Is it fit for purpose?</p> <p>What would improve it?</p> <p>Would different resources have improved their product?</p> <p>Would they need more or different information to make it even better?</p>
Cooking and nutrition	<ul style="list-style-type: none"> • I can explain how my product should be stored with reasons • I can set out to grow my own products with a view to making a salad, taking account of time required to grow different foods
ASSESSMENT	<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>