



Year 5

COMPONENT SKILL

Design

To design purposeful, functional and appealing products for themselves and other users.

To draw on a range of ideas to inform and influence their designs.

To use internet and questionnaires for research and design ideas.

To take a user's view, needs and wants into account when designing.

To identify purposeful and specific criteria for their designs.

To generate own success criteria.

To communicate their ideas through a variety of methods.

To produce a logical and realistic plan with cross-sectional designs.

To use prototypes, pattern pieces and computer aided design.

To create, discuss and share their designs with others.

To develop a range of ideas and explain these to others.

To discuss and explain design decisions.

COMPONENT SKILL

Make

To select from and use a range of tools, equipment, materials and components.

To cut and join materials together using a variety of techniques.

To measure, mark out and cut with some accuracy

To assemble and join materials/components with accuracy.

To shape and finish their designs using a variety of techniques.

To shape their designs with increasing skill and detail.

To use techniques that involve several small steps to finish off their design.

To choose appropriate materials and components to make their designs.

To consider functionality when selecting materials which are fit for purpose.

To choose appropriate tools and equipment to make their design.

To use selected tools with increasing accuracy.

To produce a list of tools needed.

COMPONENT SKILL

Evaluate

To explore and evaluate a range of existing products and their own ideas and products.

To research and evaluate existing designs and products.

To evaluate and discuss the merits and drawbacks of existing products.

To discuss and evaluate the impact that existing products have had on the world.

To evaluate and adapt their own designs as they plan them.	To evaluate the quality of their design while designing and refer to their design criteria.
To evaluate and adapt their own designs as they make them.	To evaluate the quality of their product while making and refer to their design criteria.
To evaluate their final product against a specific success criteria and reflect on how they could improve their designs in future.	To consider both function and aesthetic while evaluating and testing the final product.
COMPONENT SKILL Technical Knowledge To build structures, exploring how they can be improved and understand and use mechanisms in their products.	
To learn how to make structures more robust and fit for purpose.	To reinforce/strengthen 3D structures to make them fit for purpose.
	To refine product after testing.
To use a variety of mechanisms and mechanical systems in their designs.	To begin to use cams, pulleys and gears.
To use electrical systems in their designs when appropriate.	To confidently use a number of components in a circuit.
	To incorporate a switch into a circuit.
To incorporate computing into their design when appropriate.	To begin to be able to program a computer to monitor changes in environment and control product.
COMPONENT SKILL Cooking and Nutrition To use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.	
To understand and reflect on what it means to follow a healthy diet and lifestyle.	To describe the effects of different food groups on the body.
To understand and reflect on where food comes from and the wider global context.	To begin to understand seasonality and how this affects how food is sourced.
To select and present recipes in a variety of interesting ways.	To use different techniques and ingredients to make a product or dish more interesting, appealing and fit for purpose.
To learn key skills in the preparation of food, including safety and hygiene.	To understand and follow guidelines on food hygiene and safety (e.g. expiration dates)
	To cut, peel, grate, chop, slice, mix, knead and bake.