AJS Design Technology Learning Journeys Whole School

Ashley Junior School

Intent:

It is the intent of Ashley Junior School for Design Technology to be taught in all year groups through at least two topics per school year and to be fully inclusive to every child. Lessons will inspire children to use their creativity and imagination to design and make products with a purpose in mind and an intended user of the products. They will build and apply a repertoire of knowledge, understanding and skills to make high-quality prototypes and products using the language of design and technology.

Implementation:

The teaching of Design Technology at AJS will follow the guidelines in the National Curriculum 2014. Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high quality Design and Technology curriculum; through well planned and resourced projects and experiences. Each project is set out in a learning journey and assesses the children's understanding before and after the project has been completed.

Throughout their four years at AJS, children will learn a variety of skills and techniques such as: how to strengthen, stiffen and reinforce structures; to understand and use mechanical systems; to understand and use electronic systems in their products and how to apply their understanding of computing to program, monitor and control their products. Food technology is implemented in both lower and upper school where children will have the opportunity to prepare and cook a variety of dishes using a range of cooking techniques as well as developing an understanding of where food comes from and the importance of a varied and healthy diet.

Design and Technology also embeds our Vision and Aims. It is a motivating, inspiring and practical subject, requiring creativity, resourcefulness, and imagination. Teachers have high expectations for quality outcomes and celebrate achievements. To reach their full potential, children learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

Curriculum Impact

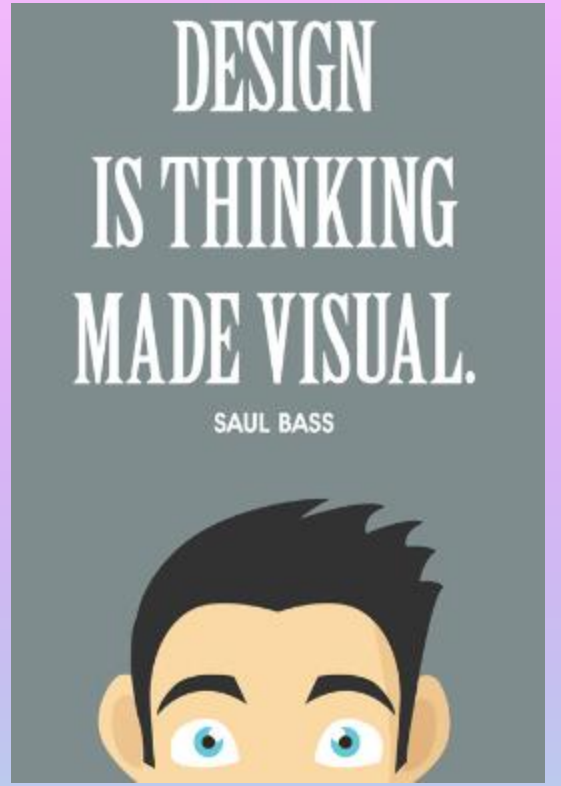
Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. The subject leader also monitors Design Technology during the year in the form of book monitoring, looking at outcomes and pupil conferencing to discuss their learning and understanding.

Design Technology

A designer creates designs, structures and patterns for a product.

As **designers** we are learning to...

- research products, designs and significant people to inspire our work
- design a product, **think** critically about its properties, materials and structure
- be **resilient** in making a product using a range of resources and practical skills
- **independently** evaluate our designs, final product and **reflect** on how ideas can be improved



Bookmark-Textiles

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a running stitch.

Make- WALT: create a design on fabric.

Design –WALT: create a final design and annotate.

Design- WALT: generate and develop initial ideas.

Evaluate - WALT: research and evaluate past and present designs of badges.

Start

Year 3- Autumn Term

Key Vocabulary/skills

Annotate, running stitch,

Textiles, properties

Retrieval:

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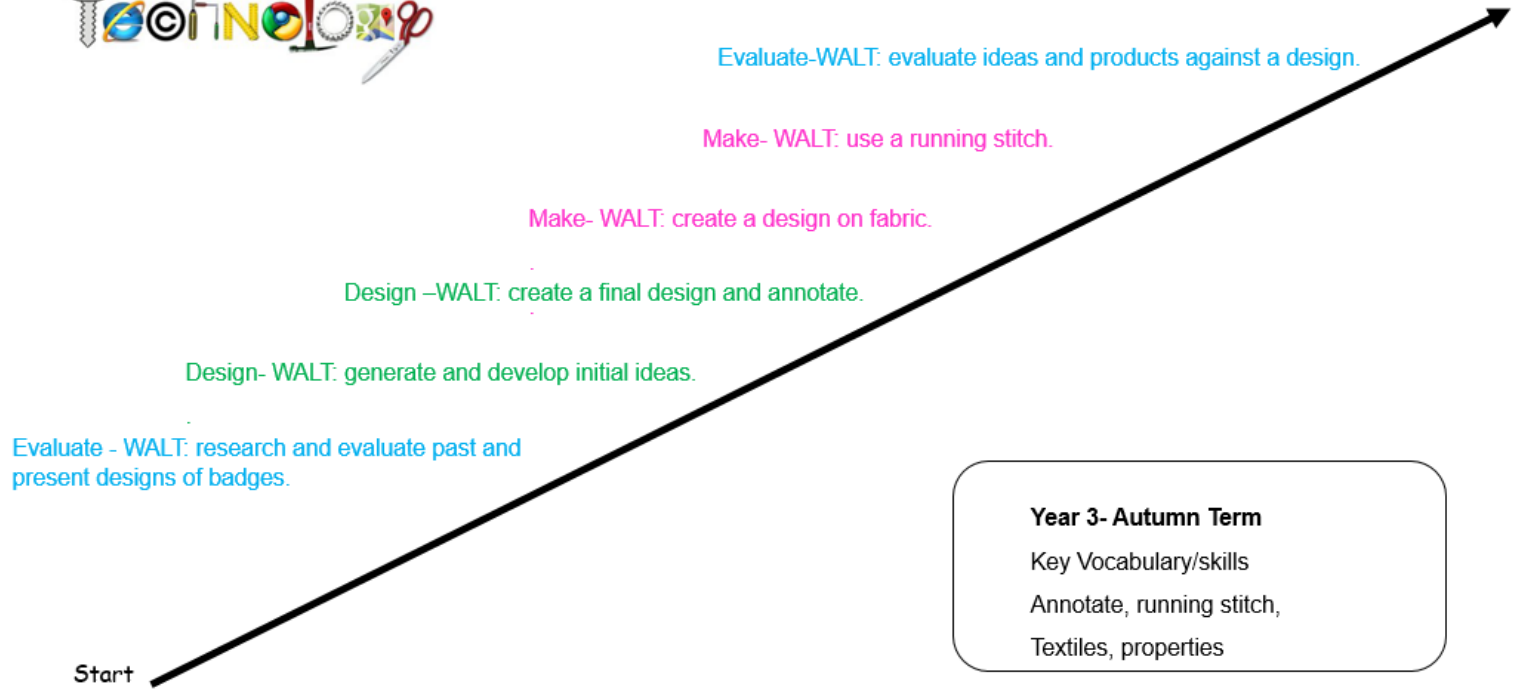
Design Technology

Bookmark-Textiles



Year 3- Autumn Term

Key Vocabulary/skills

Annotate, running stitch, Textiles, properties

Key Questions:

1) Explain how to use a needle safely.

……

……

2) What top tip would you give someone who is creating a bookmark?

……

3) If you made this again, what would you change?

……

New!

Sewing- Year 3-

Reading Book Mark

Desk Tidy- Year 3

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: select from a range of materials according to their function and aesthetic qualities.

Make- WALT: cut, shape and score materials with some degree of accuracy.

Design –WALT: create a final design of a product that has a clear purpose.

Design- WALT: generate and develop initial ideas.

Evaluate - WALT: research the design features of products that will appeal to a person or group.

Research a designer

Start

Year 3- Autumn Term

Key Vocabulary/skills

Cut, strengthen, score, reinforce, materials, analyse, function, aesthetic

Retrieval:

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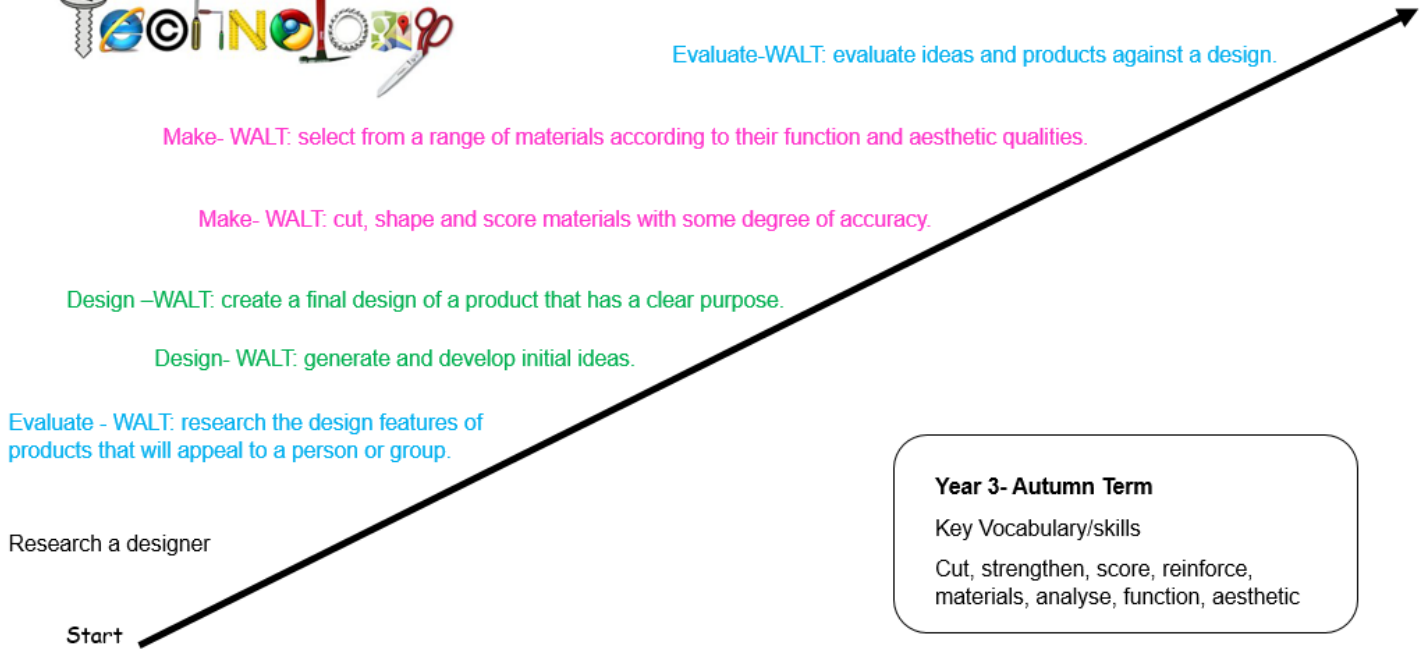
Design Technology

Desk Tidy- Year 3



Year 3- Autumn Term

Key Vocabulary/skills

Cut, strengthen, score, reinforce, materials, analyse, function, aesthetic

Key Questions:

1) Which shape did you make your desk tidy and why?

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2) Why do we use labels to annotate the different features of our design?

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……

3) How do we make sure that we cut and shape our 3D nets accurately?

……

……

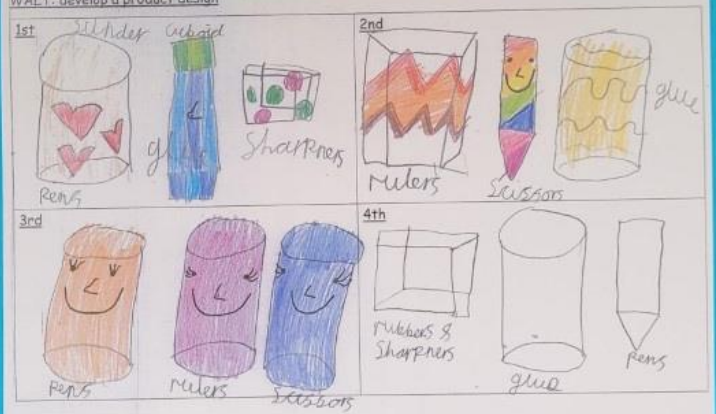
Desk Tidy- Year 3

Antonio Gaudi
1852 - 1926

Spanish Catalan architect Antoni Gaudí's magnum opus is the Sagrada Familia in Barcelona. The Temple Expiatori de la Sagrada Familia is probably a singularly unique structure: part Neo-Gothic, part Naturalistic, part hallucinatory dream. It is mind blowing that Gaudí was thinking of and designing spaces such as these so early in the 20th century, markedly different from the architecture of Victor Horta's Art Nouveau influence. Gaudí also designed interior spaces, doors, and furniture that look as though they are a part of the bizarrely seductive universe that his architecture hails from.

Research a variety of Designs- 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.

WALT: develop a product design



WALT: research a variety of designs to help us develop our own product ///

Shape: Cylinder ✓
Who would use this? 6 year olds ✓
Good points: you can hold lots of stuff
Bad points: weird faces ✓
Rating out of 10: 3/10

Shape: Cuboid ✓
Who would use this? teachers & Kids
Good points: very organised organised
Bad points: Quite plain plain
Rating out of 10: 9/10

Shape: prism ✓
Who would use this? teen agers
Good points: gets smaller for small things
Bad points: couldn't really fit any where
Rating out of 10: 7/10
Good thinking

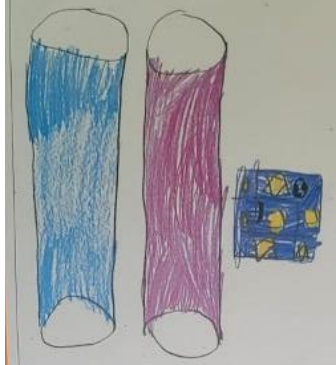
Shape: Sphere ✓
Who would use this? adults
Good points: Separate compartments for different things
Bad points: the I don't like the marker
Rating out of 10: 6/10

Shape: Tetrahedron ✓
Who would use this? take little children
Good points: nice colours colours
Bad points: can loose them easily because they're not attached
Rating out of 10: 0/10.

Shape: Cube
Who would use this? teachers ✓
Good points: can hold lots of stuff
Bad points: A bit too bulky ✓
Rating out of 10: 7½ a half /10

WALT: develop a final design

Final design



Which colours have you chosen and why? I chose blue purple, yellow and dark blue because Grandma likes them.

What will you put in your desk tidy?
Paint brushes, art pencils sharpners and rubbers.

Why have you chosen this shape? I have chosen cylinder and a cube because it can hold lots of stuff.

A good feature of my design is my picture of the stars because it is beautiful.

Who is your design for?
My Grandma

What will you need to make your product?
- tin foils
- colours
- card
- tissue paper
- glue
- scissors

WALT: reflect on our final product

My cylinder's project because it can hold a cup for water when you are painting.

I really like my colours because they don't clash.

Next time I would use more vibrant colours on the base.

Seasonal Salads- Year 3

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure and prepare food.

Make- WALT: prepare ingredients safely and hygienically.

Design –WALT: create a final design of a product that has a clear purpose.

Design- WALT: generate and develop initial ideas whilst applying the principles of a healthy diet.

Evaluate - WALT: research various salads e.g. Caesar salad, Waldorf salad and Greek salad.

Research

Start

Year 3- Summer Term

Key Vocabulary/skills

Grate, peel, chop, measure, weigh, utensils, seasonality, nutritious, savoury

Retrieval:

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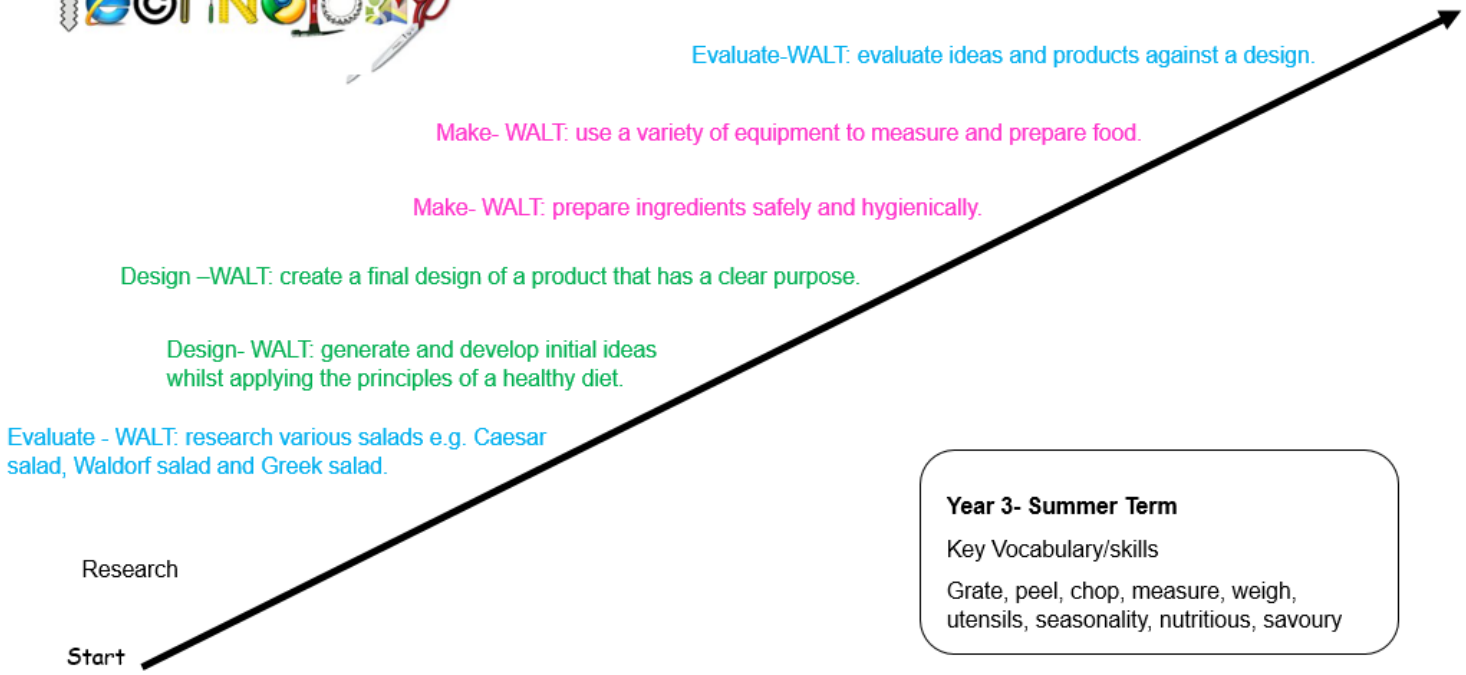
Design Technology

Seasonal Salads- Year 3



Year 3- Summer Term

Key Vocabulary/skills

Grate, peel, chop, measure, weigh, utensils, seasonality, nutritious, savoury

Key Questions:

1) Why do people around the world prepare and eat salads?

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2) How did you decide which ingredients to use in your salad?

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3) How can we prepare our food hygenically?

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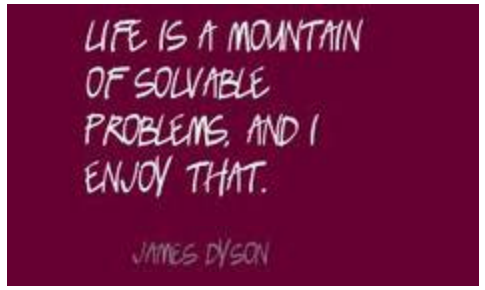
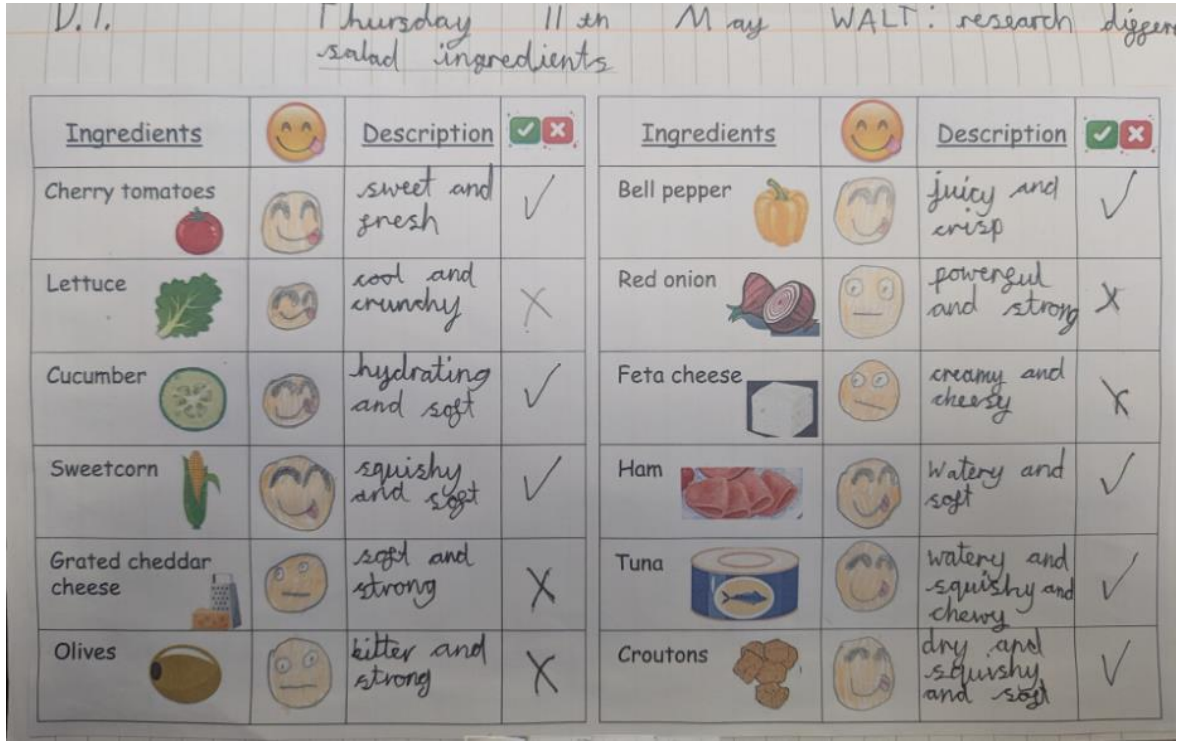
James Dyson
1947

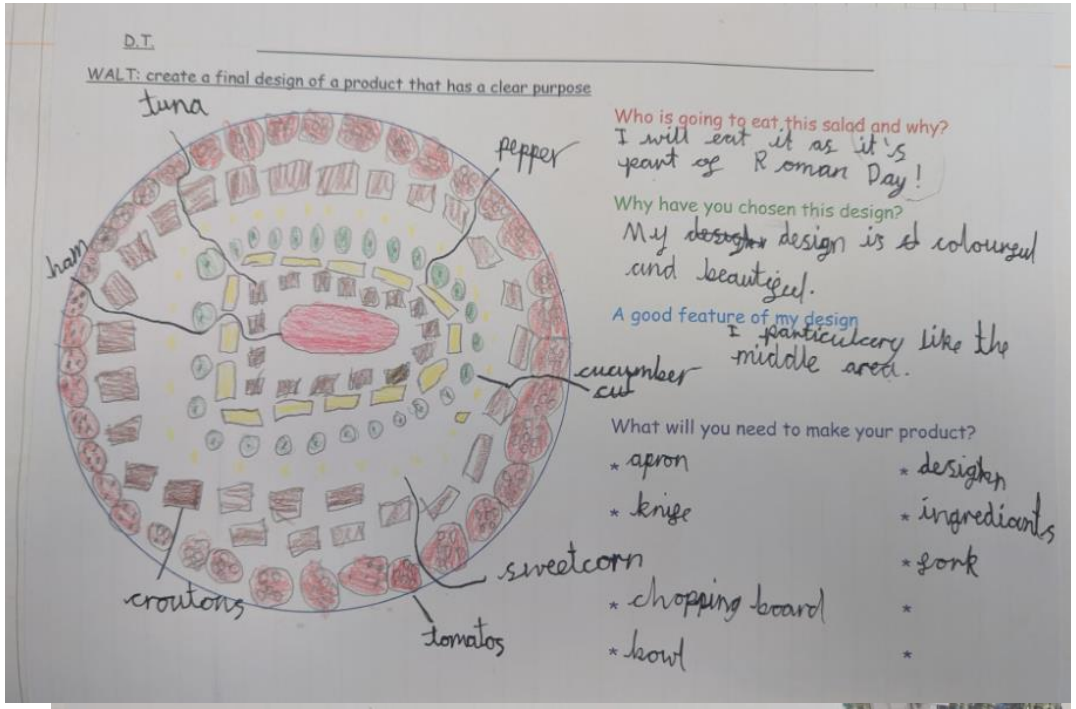


Forbes may have said it best: "Dyson brought a level of excitement to housekeeping that's usually reserved for cell phones and plasma televisions." They're right; 360-degree-swivel vacuums and bladeless fans have never felt so compelling.



D.T. Thursday 11th May WALT: research different salad ingredients

Ingredients	Description	✓/✗	Ingredients	Description	✓/✗
Cherry tomatoes	sweet and fresh	✓	Bell pepper	juicy and crisp	✓
Lettuce	cool and crunchy	✗	Red onion	powerful and strong	✗
Cucumber	hydrating and soft	✓	Feta cheese	creamy and cheesy	✗
Sweetcorn	squishy and soft	✓	Ham	Watery and soft	✓
Grated cheddar cheese	soft and strong	✗	Tuna	watery and squishy and chewy	✓
Olives	bitter and strong	✗	Croutons	dry and squishy and soft	✓



D.T.

WALT: create a final design of a product that has a clear purpose

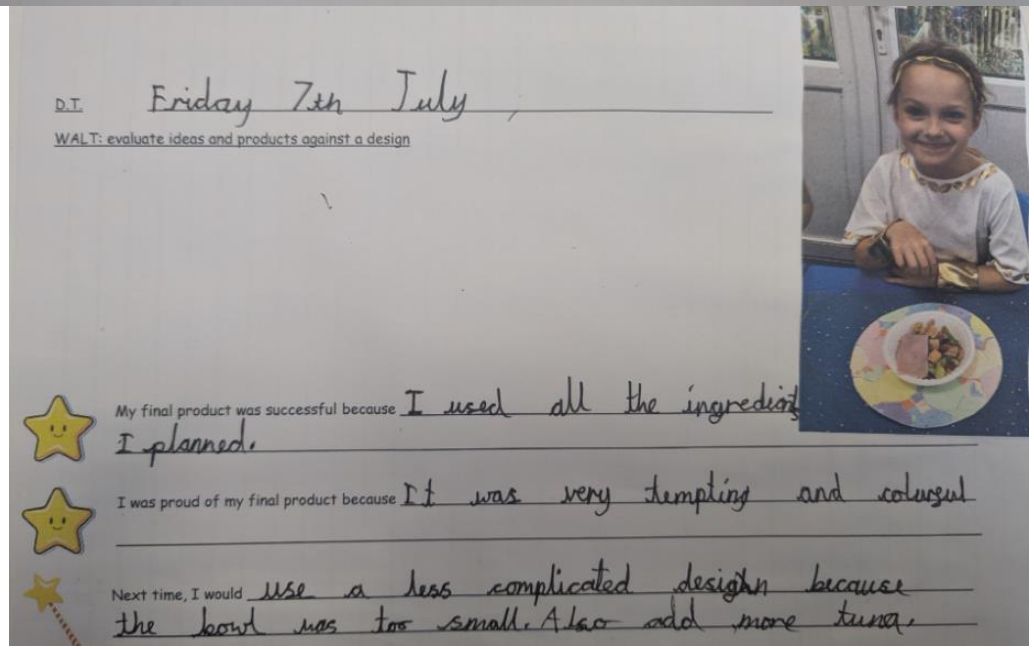
tuna, pepper, ham, cucumber cut, sweetcorn, croutons, tomatos

Who is going to eat this salad and why?
I will eat it as it's peart of Roman Day!

Why have you chosen this design?
My design is it colourful and beautiful.

A good feature of my design
I particularly like the middle area.

What will you need to make your product?
* apron
* knife
* chopping board
* bowl
* designs
* ingredients
* fork
*
*



D.T. Friday 7th July

WALT: evaluate ideas and products against a design

My final product was successful because I used all the ingredients I planned.

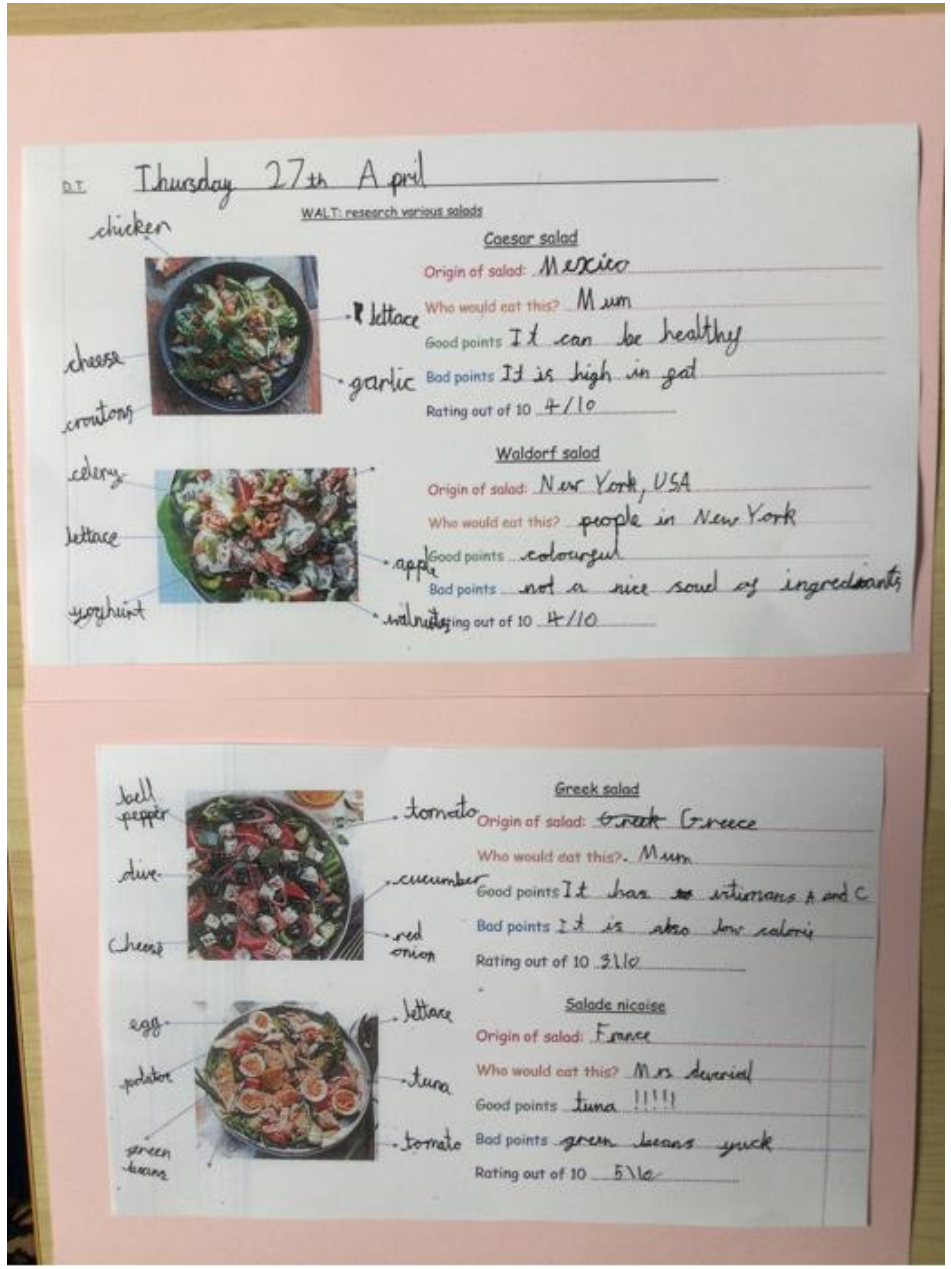
I was proud of my final product because It was very tempting and colourful

Next time, I would use a less complicated designs because the bowl was too small. Also add more tuna.

Salads

Year 3

Roman Day



Salads

Year 3

Roman Day

Year 3: Animals Including Humans- Nutrition and Skeletons Learning Journey

WALT: ask questions about how the different joints in our body work

WALT:identify the similarities and differences between different animal skeletons

WALT:ask questions about the differences in human skeletons (Focused assessment)

WALT:create and evaluate our own model skeletons

WALT:use secondary sources to help us label a skeleton

WALT: classify food according to their fat and sugar content

Key Vocabulary

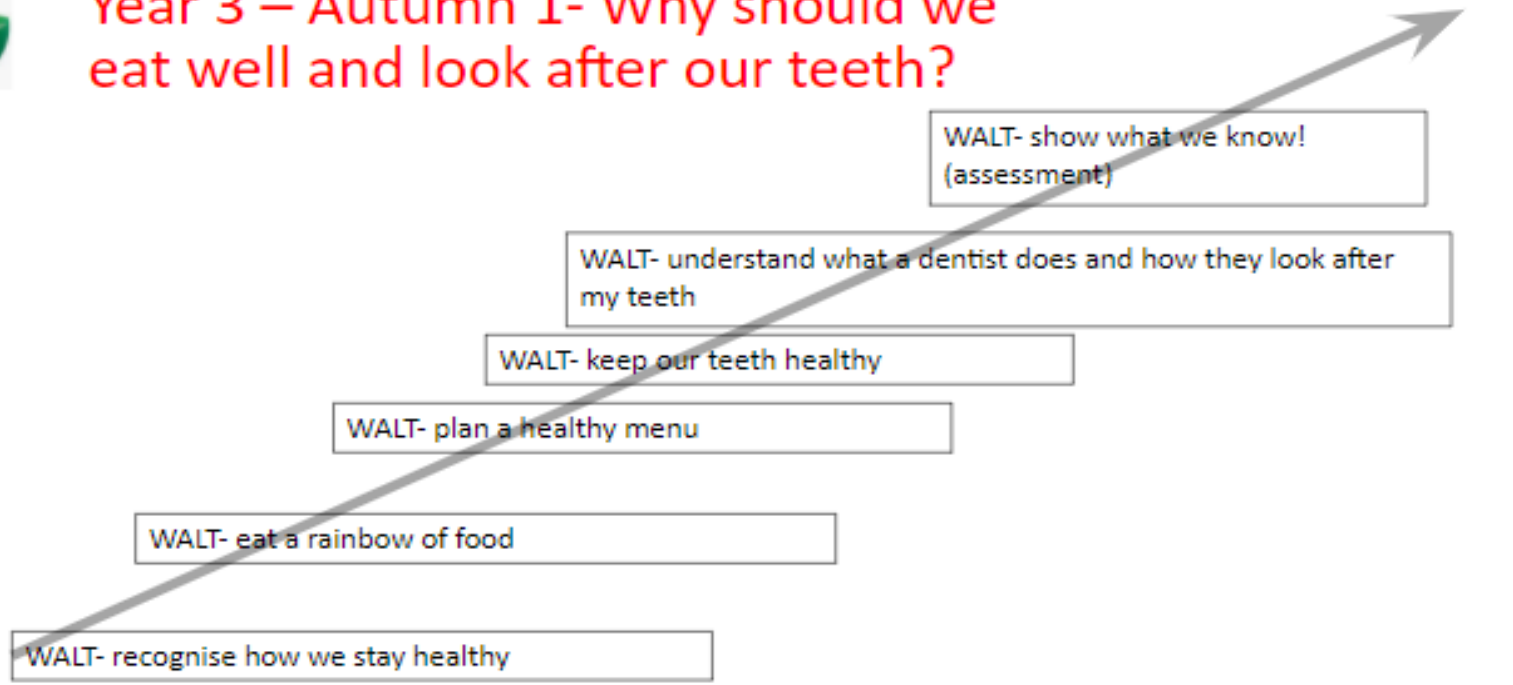
Nutrition	Skeleton
Nutrients	Bones
Carbohydrates	Muscles
Sugars	Joints
Protein	Support
Vitamins	Protect
Minerals	Move
Fibre	Skull
Fat	Ribs
Water	Spine

Linked to Science

understand and apply the principles of a healthy and varied diet

Retrieval
Things I already know about looking after my teeth and eating well.

Year 3 – Autumn 1- Why should we eat well and look after our teeth?



The Health and Well being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

What foods should I eat lots of in a healthy diet?

Which foods should I only eat small amounts of and why?

What things should I do to keep my teeth healthy?

Linked to Science

understand and apply the principles of a healthy and varied diet

Year 4

Electrical Product- Steady Hand game

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: create an electrical product using a circuit.

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Design –WALT: create a final design and annotate.

Design- WALT: generate and develop initial ideas.

.

Evaluate - WALT: research and evaluate past and present designs of electronic games.

Start

Year 4- Autumn Term

Key Vocabulary/skills

Electrical, buzzers, cells, crocodile leads, wire, switches, circuits.

Electrical Product- Steady Hand game

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: create an electrical product using a circuit.

.

.

Design –WALT: create a final design and annotate.

Design- WALT: generate and develop initial ideas.

.

Evaluate - WALT: research and evaluate past and present designs of electronic games.

Start

Year 4- Summer Term

Key Vocabulary/skills

Electrical, buzzers, cells, crocodile leads, wire, switches, circuits.

Electrical Product- Steady Hand game

Retrieval:

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Key Questions:

1) What do you need to create a circuit?

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2) How well does your product test hand control?

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3) What safety tips would you give someone creating a Steady Hand game?

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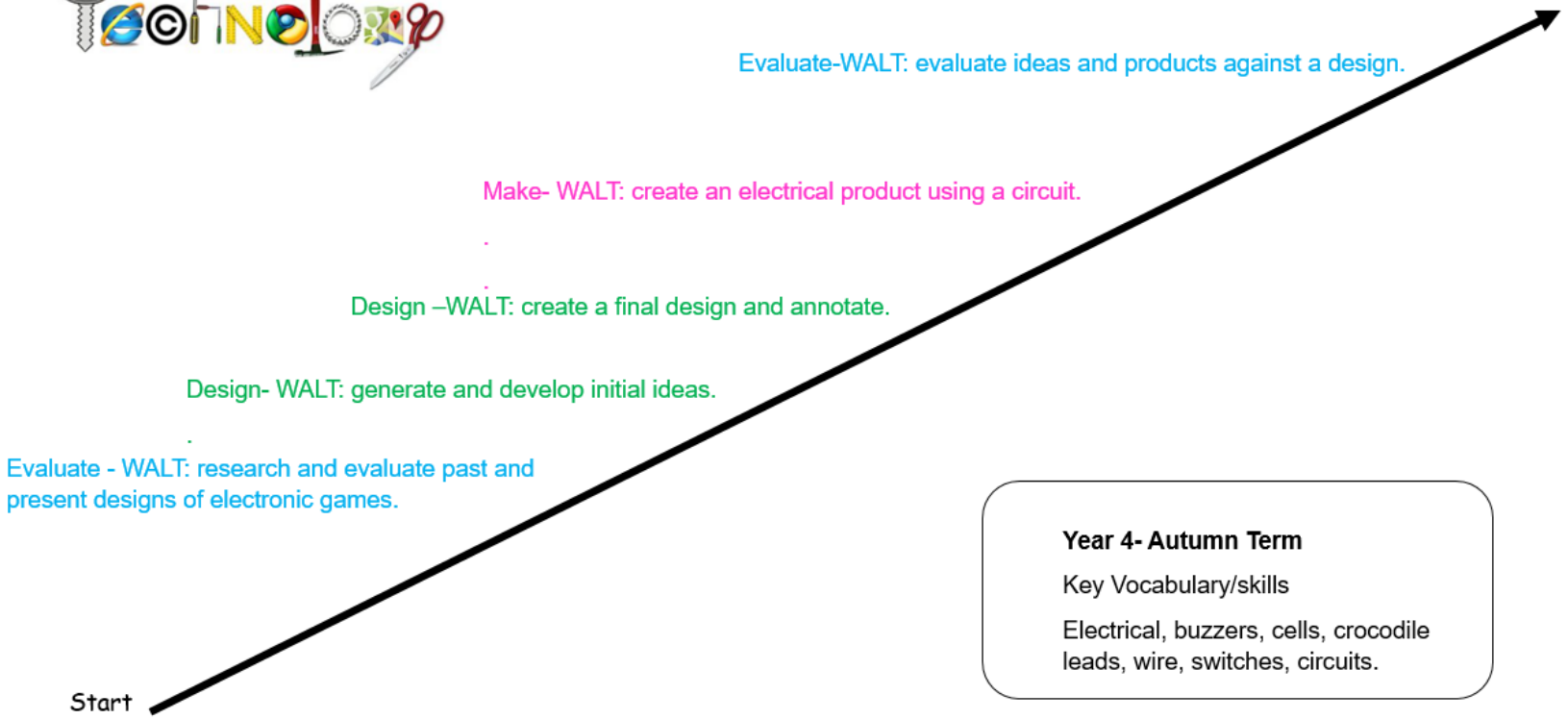


Year 4- Autumn Term

Key Vocabulary/skills

Electrical, buzzers, cells, crocodile leads, wire, switches, circuits.

Sir Jonathan Ive
1967

Sir Jonathan Paul "Jony" Ive is Senior Vice President of Design at Apple Inc. *and* oversees the Industrial Design for the MacBook Pro, iMac, MacBook Air, iPod, iPod Touch, iPhone, iPad, iPad Mini and iOS 7. Essentially, this man is responsible for the sleek Apple-laden monolith that we all succumb to at one point or another.

Electrical Systems- Year 4 (Steady Hand game)

Year 4: Electricity
Learning Journey

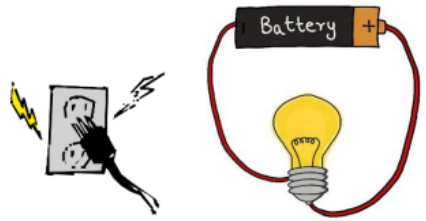
WALT: identify which materials conduct electricity

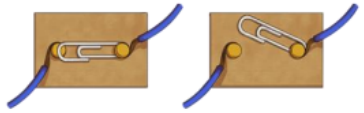
WALT: explore the role of a switch in a circuit

WALT: identify whether or not a lamp will light in a simple series circuit

WALT: investigate how to construct a simple circuit and name its components

WALT: classify mains and battery powered electrical devices in a Venn diagram





Key Vocabulary

electrical circuit	cell/battery
complete circuit	crocodile clip
incomplete circuit	bulb
component	wire
positive/negative	switch
connect	buzzer
connection	conductor
metal/non-metal	insulator

Linked to Science
understand and use electrical systems in their products

Moving Monsters- Year 4

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: measure, cut and join accurately.

Make- WALT: understand and use mechanical systems in a product.

.

Design - WALT: create a final design and draw it as a cross sectional diagram.

Design- WALT: generate and develop initial ideas of using pneumatic systems to control movement.

Evaluate - WALT: research the design features of products that use pneumatics.

Start

Year 4- Summer term

Key Vocabulary/skills

Mechanism, pneumatics, syringe, inflate, deflate, compress

Retrieval:

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Design Technology

Moving Monsters- Year 4

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: measure, cut and join accurately.

Make- WALT: understand and use mechanical systems in a product.

Design - WALT: create a final design and draw it as a cross sectional diagram.

Design- WALT: generate and develop initial ideas of using pneumatic systems to control movement.

Evaluate - WALT: research the design features of products that use pneumatics.

Start

Year 4- Summer term

Key Vocabulary/skills

Mechanism, pneumatics, syringe, inflate, deflate, compress

Key Questions:

1) Explain what a pneumatic system?

……

……

2) Can you name some pneumatic products that we use in everyday life?

……

……

3) How can we ensure that we measure our materials accurately?

……

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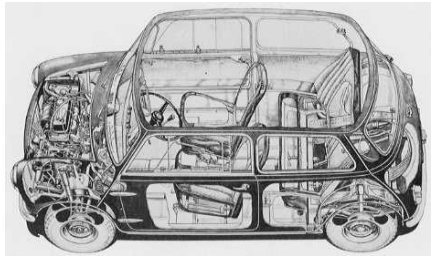
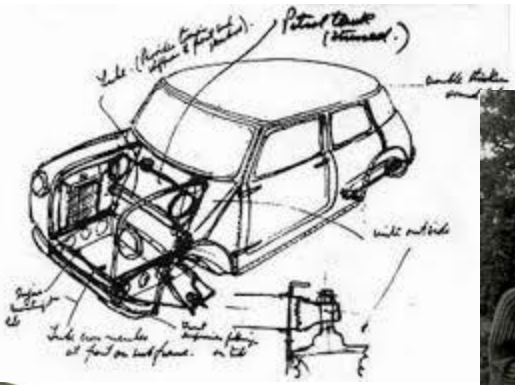
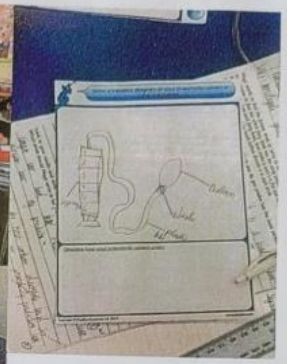
Alec Issigonis
1906 - 1988

One of the most original car designers of the modern era, ALEC ISSIGONIS (1906-1988) is best known as the creator of the Mini, but also designed two more of the five best-selling cars in British motoring history – the Morris Minor and the Austin 1100.







Monday 31st January 2021
Design and Technology

Today we had a look at what we need to create a pneumatic system and recorded our findings

During this lesson, I found out that when you push down the syringe air goes through the tube and the balloons.

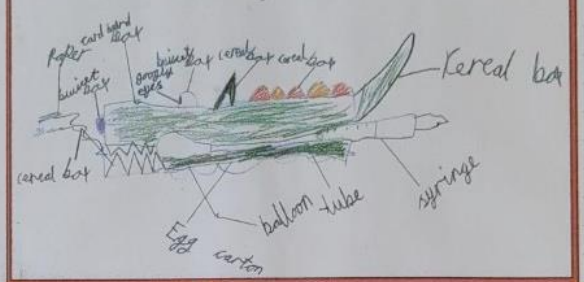
For my moving monster, I will use the prematic system to move the mouth.

I preger using the syringes

Name: Micaie Date:

My Moving Monster Design

This is what my monster will look like:



Materials I will need:

- Paper
- ~~googly eyes~~
- twister box
- cereal box
- egg carton
- syringe
- plastic tube
- balloon
- paint
- glue, sellotape
- scissors

How my moving part will work:

cross sectional diagram

Steps I will need to take:

- ★ First I will make the head I will use an egg cartonbox
- ★ Then I will add the extra details
- ★ Next I will check everything is on properly
- ★ After that I will put the tube, syringe and balloon in
- ★ Finally I will colour and paint it

My Moving Monster Evaluation

What did you enjoy most about making your monster?

I liked putting on the googly eyes because it was easy

What did you enjoy least about making your monster?

Adding details because it was hard.
What kind of detail?
the face (ears.)

What was the most difficult part?

Taping everything.
because... it was fiddly

How did you overcome any problems you came across?

I kept on trying.
Like the tail kept falling off.

What changes did you have to make to your plan to make your monster successful?

I take the legs off so it wouldn't wobble so much

How pleased are you with how your monster looks? Why?

I am not very pleased because it looks different to the ~~drawing~~ one I made

How pleased are you with well your pneumatic system works? Why?

I am not pleased because it didn't ~~was~~ work

What would you do differently if you were to make your monster again?

Make is more basic. Like making it smaller.

Things I already know about **Pneumatic Systems:**

I think a pneumatic system might be something that if you press something something will move. I Rnow a balloon ~~is a~~ uses pneumatic system and so does a syringe.

sp. balloon

Design Technology
DESIGN & TECHNOLOGY

Evaluate-WALT: evaluate ideas and products against a design

Make- WALT: measure, cut and join accurately

Make- WALT: understand and use mechanical systems in a product.

Design - WALT: create a final design and draw it as a cross sectional diagram.

Design- WALT: generate and develop initial ideas of using pneumatic systems to control movement.

Evaluate - WALT: research the design features of products that use pneumatics.

Start

DT: Pneumatic Systems

Year 4- Spring Term

Key Vocabulary/skills

Mechanism, pneumatics, syringe, inflate, deflate, compress

Questions I would like to ask:

Can we live with pneumatic systems instead of electricity?

(Good question!)

Having completed this Learning Journey I know that:.

Wednesday 30th November

WALT: research the design features of products that use pneumatics

Name: _____ Date: _____

Whistle

How it uses air to make it work:

Air is blown into the mouth -piece to make a high pitched sound

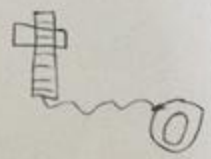
Annotated diagram:

Foot Pump

How it uses air to make it work:

Air is gored down a tube that is attached to an object to blow it up (like a tire)

Annotated diagram:

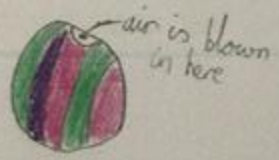


Beach Ball

How it uses air to make it work:

Air is blown into a beach ball to inflate it and make it light and bouncy.

Annotated diagram:

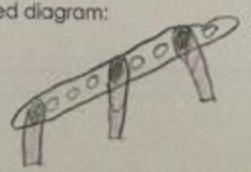


Recorder

How it uses air to make it work:

Air is blown into a recorder and finger holes are used to control the pitch.

Annotated diagram:

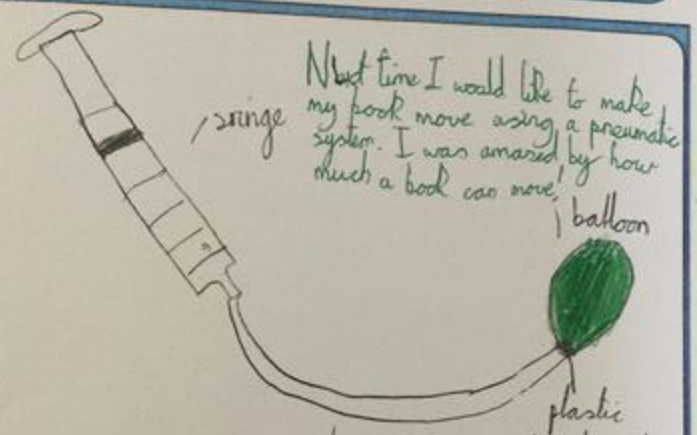


Sp. control

Friday 2nd December

WALT: generate and develop initial ideas of using pneumatic systems to control movement

Draw a labelled diagram of your pneumatic system in the box below:



Next time I would like to make my book move using a pneumatic system. I was amazed by how much a book can move!

Describe how your pneumatic system works:

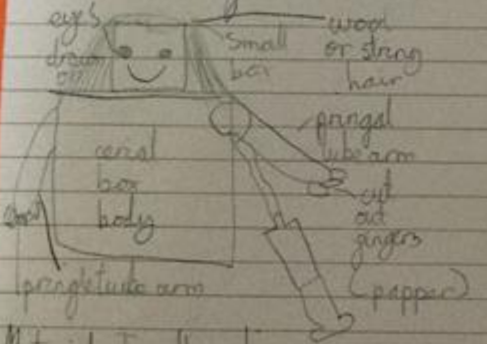
When the syringe is pushed down the air travels (SP.) through the tube and into the balloon, letting it inflate.

Sp. travel travel

Wednesday 7th December

WALT create a final design and draw it as a cross section diagram

This is what my model will look like:



Materials I will need:

1 averged size cerial box sp average average average average
2 pringle tubes, tube, sringe
1 small box
Card so I can cut out fingers, tape, glue
Some string or wool

How my moving part will work:
(cross section diagram)

Steps I will need to take:

First, I will need to get a small box (head), draw eyes and mouth and tape string on for hair.

After that, I will need to get the body (cerial box) and attach it to the head (decorated)

sp. cereal ceral ceral ceral

Next, I will need to attach the pringle tubes (2 arms) and put the pneumatic system in to where the modles armpit would be.

sp. model model model model

Friday 9th December

WALT: understand and use mechanical systems in a product

Our designs were close at hand for us to refer to.

We checked we had all the materials we needed to make the model.

Joe shared an idea:
"Stick your syringe in place carefully with cellotape so it doesn't move when you try moving it. "

How can you make sure that your finished product will look like your design?	We will keep looking at our designs whilst we make our models. If we layout our materials before making our models we can see which bits we need for different parts of our models.
How will you make sure that your pneumatic system will work effectively?	We will test the pneumatic systems before we put them into our models to make sure that the air does not leak from the system.We will need to make sure that we have made neat accurate joins with our syringes and tubing.
What will you do if you come across any problems while you are making your moving model?	If a part doesn't fit we will try another part instead.If we have a problem with our pneumatic system we could try different syringes. We will reflect on our plans and make changes if we need to. We will see if any of our classmates have a solution to any problems we might have..

5

Friday 9th December

WALT: measure, cut and join accurately

We checked our pneumatic system worked before we inserted into our model.

Flange
We added different materials together using a range of attachment techniques.

We can work safely and effectively with a range of tools.
We can measure, cut and join accurately.
We can construct an effective pneumatic system to control movement.
We can create a model based on a design.

We used a range of different items and materials. We cut things carefully and asked for support if the material we were using was tricky to cut or attach things to.

(6)

Monday 12th December

WALT: evaluate ideas and products against a design.

Name: Lucy

Date:

My Moving Monster Evaluation

What did you enjoy most about making your monster?

I most enjoyed decorating it (colouring the body in with pen)

What did you enjoy least about making your monster?

I least enjoyed having to make my arm move because it was so tricky.

What was the most difficult part?

The most difficult part was attaching my syringe to my arm.

Sp. syringe

How did you overcome any problems you came across?

I overcame my problem by asking for help.

What changes did you have to make to your plan to make your monster successful?

I did not really have to make any changes but I did have to put the arm on several times.

How pleased are you with how your monster looks? Why?

I am pleased with how my robot looks because I only had a short while to decorate it.

How pleased are you with well your pneumatic system works? Why?

I am pleased with my pneumatic system works because the arm visably moves.

What would you do differently if you were to make your monster again?

If I were to make it again I would try to make a different part move instead of the arm.

Year 5

Gears & Pulleys- Year 5

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of tools to create a structure.

Make- WALT: measure and cut accurately.

Design –WALT: create a final design.

Design- WALT: generate and develop initial ideas for a frame structure to support a pulley system.

Evaluate - WALT: research various frame structures in history.

Start

Year 5- Autumn Term

Key Vocabulary/skills

Mechanisms, pulleys, gears, friction,

Force, elastic bands, wooden dowel, motion

Retrieval:

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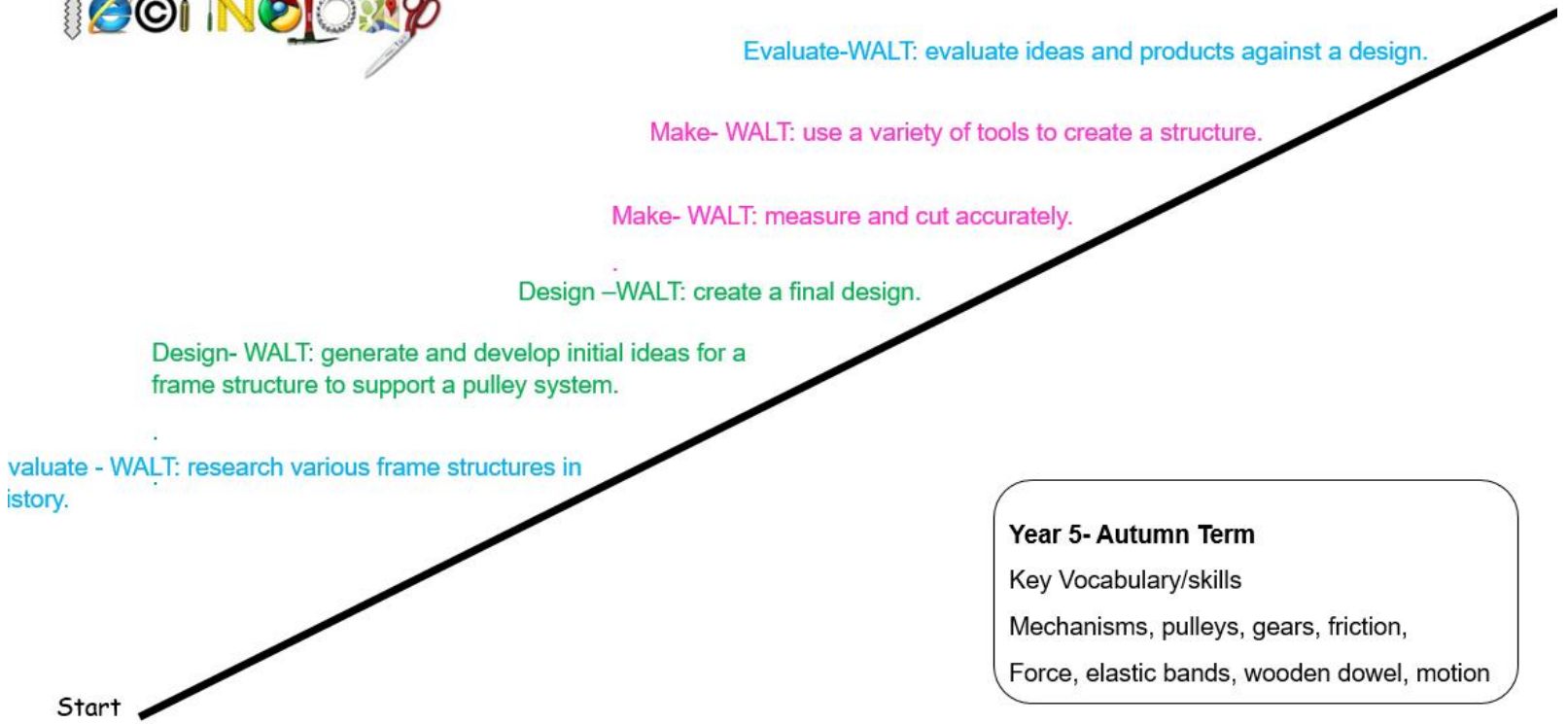
Design Technology

Gears & Pulleys- Year 5



Year 5- Autumn Term

Key Vocabulary/skills

Mechanisms, pulleys, gears, friction,

Force, elastic bands, wooden dowel, motion

Key Questions:

1) How does a gear work?

……

……

2) What did you find difficult and why when making your product?

……

……

3) Who is your product for and why?

……

……

Norman Foster
1935

NORMAN FOSTER is an architectural phenomenon; responsible for a dozen or more of the key buildings of the last 30 years, but also as the founder of perhaps the most financially successful architectural practice of modern times.

Year 5: Forces Learning Journey

WALT: identify different forces and raise questions for future enquiries about them.

WALT:draw scientific diagrams to demonstrate the effect of gravity on Earth.

WALT: use force meters correctly to investigate the effect of gravity on an object.

WALT: control and change variables in an investigation about the effects of air resistance.

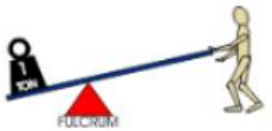
WALT: examine the repeatability of an investigation about water resistance.

WALT: plan and carry out an enquiry to demonstrate our understanding of friction

WALT: ask questions and research different mechanisms which allow a smaller force to have a greater effect

WALT: discover and present graphically our findings about different mechanisms

WALT: suggest,devise and present a mechanism to lift a load



Key Vocabulary

force	mechanisms
gravity	simple machines
Earth	levers
air resistance	pulleys
water resistance	gears
friction	

Linked to Science

understand and use mechanical systems in their products

Pizza - Year 5

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure and prepare food.

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Make- WALT: prepare ingredients safely and cook a savoury dish.

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Design –WALT: create a final design.

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Design- WALT: generate and develop initial ideas whilst recognising where in the world the ingredients are grown.

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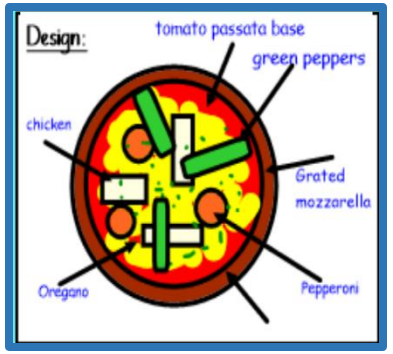
Evaluate - WALT: research various pizzas and toppings and their seasonality.

Start



Year 5- Summer Term

Key Vocabulary/skills

Yeast, dough, grate, peel, chop, measure, weigh, utensils, seasonality, nutritious, savoury.

Greek Mezze - Year 5

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure and prepare food.

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Make- WALT: prepare ingredients for a savoury sharing dish.

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Design –WALT: create a final design.

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Design- WALT: generate and develop initial ideas whilst recognising where in the world the ingredients are grown.

.

Evaluate - WALT: research the diverse Greek cuisine and its origins.

Start

Year 5- Summer Term

Key Vocabulary/skills

Vegetables, grate, peel, chop, measure, weigh, utensils, seasonality, nutritious, savoury, sharing, platter, Mezze

Retrieval:

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Design Technology

Pizza - Year 5

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure and prepare food.

Make- WALT: prepare ingredients safely and cook a savoury dish.

Design –WALT: create a final design.

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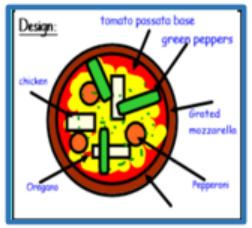

Year 5- Summer Term

Key Vocabulary/skills

Yeast, dough, grate, peel, chop, measure, weigh, utensils, seasonality, nutritious, savoury.

Key Questions:

1) What helped you decide which toppings to put on your pizza?

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2) How can we prepare our food hygenically?

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3) Why is it important to measure your ingredients and what did use?

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Retrieval:

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Design Technology

Greek Mezze - Year 5

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure and prepare food.

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Evaluate - WALT: research the diverse Greek cuisine and its origins.

Start

Year 5- Summer Term

Key Vocabulary/skills

Vegetables, grate, peel, chop, measure, weigh, utensils, seasonality, nutritious, savoury, sharing, platter, Mezze

Key Questions:

1) What helped you decide which dishes you would prepare?

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2) How can we prepare our food hygenically?

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3) Why is it important to measure your ingredients and what did use?

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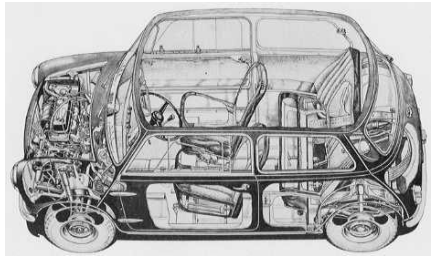
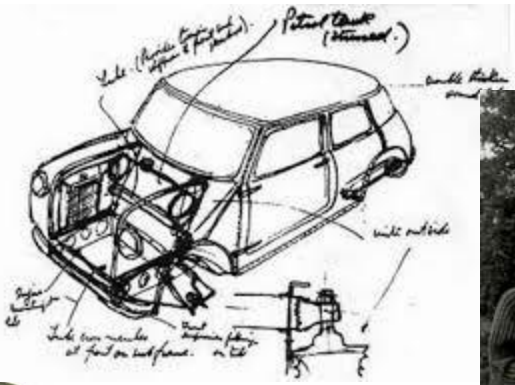
Alec Issigonis
1906 - 1988

One of the most original car designers of the modern era, ALEC ISSIGONIS (1906-1988) is best known as the creator of the Mini, but also designed two more of the five best-selling cars in British motoring history – the Morris Minor and the Austin 1100.





Year 6

Christmas decorations- Year 6-Sewing

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: join fabrics using a variety of stiches e.g. running stitch, blanket stitch.

Make- WALT: use a prototype to make a pattern.

Design –WALT: create a final design using an exploded diagram.

Design- WALT: generate and develop initial ideas.

Evaluate - WALT: research and evaluate past and present designs of decorations.

Start

Year 6- Autumn Term

Key Vocabulary/skills

Prototype, annotate, exploded diagram, running and blanket stitch, textiles, properties

Retrieval:

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Christmas decorations- Year 6-Sewing

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: join fabrics using a variety of stiches e.g. running stitch, blanket stitch.

Make- WALT: use a prototype to make a pattern.

Design –WALT: create a final design using an exploded diagram.

Design- WALT: generate and develop initial ideas.

Evaluate - WALT: research and evaluate past and present designs of decorations.

Start

Year 6- Autumn Term

Key Vocabulary/skills

Prototype, annotate, exploded diagram, running and blanket stitch, textiles, properties

Key Questions:

1) Why should we research other products before designing our own?

……

2) Why is it important to create a prototype?

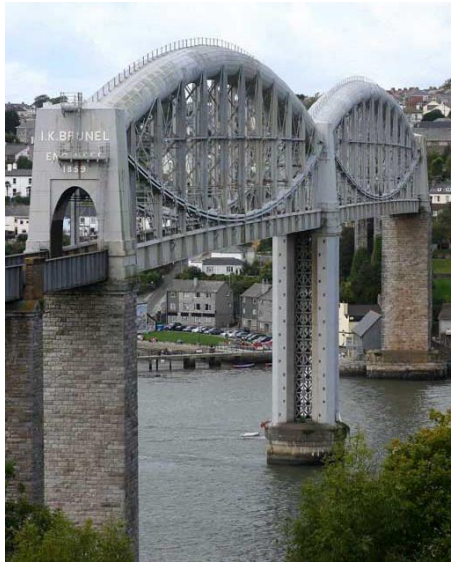
……

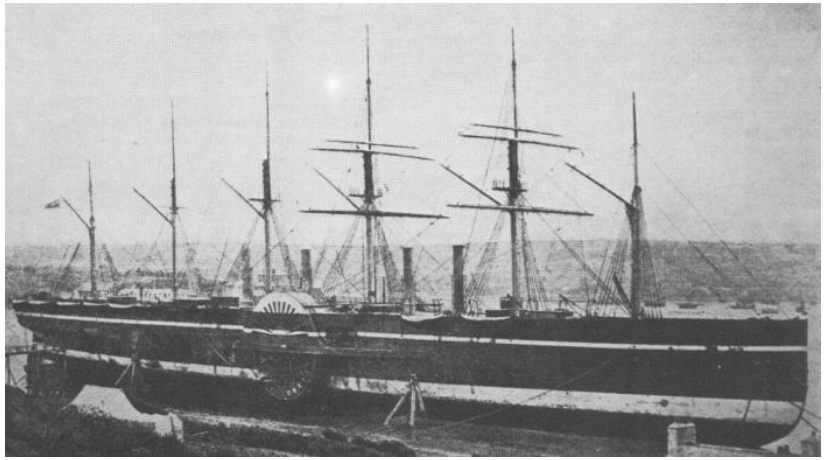
3) Why should we evaluate our designs?

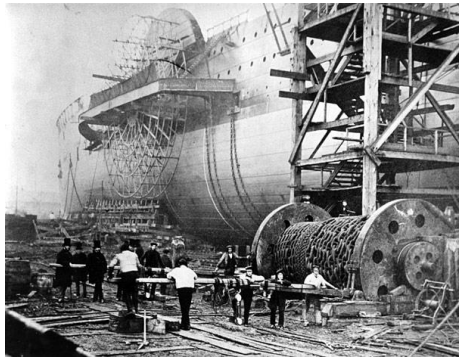
……

Isambard Kingdom Brunel
1806 - 1859

One of the great British engineers of the 19th century ISAMBARD KINGDOM BRUNEL (1806-1859) built twenty-five railways lines, over a hundred bridges, including five suspension bridges, eight pier and dock systems, three ships and a pre-fabricated army field hospital.







Tuesday 7th December 2021

WALT: design an Christmas decoration.

I will need

My product looks good and I really like it. The red I chose looks nice with the green I used because I didn't get the colours I want in australia. I like design is amazing and I personally love it really please.

I think I could make it look smooth
I could have made it more of a unique
I love my design and want to make it

Tuesday 30th November 2021

WALT: design a Christmas decoration.

My decoration will have a color and metallic and lots of detail and decorations. It will be a high quality I guess I want it will really nice when it dries.

Moving Pictures- Year 6

Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure, cut and join accurately.

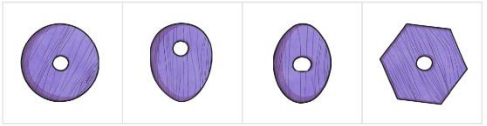
Make- WALT: use linkages to make movement larger or more varied.

Design –WALT: create a final design using a cross sectional diagram.

Design- WALT: generate and develop initial ideas.

Evaluate - WALT: research the design features of products that will appeal to a person or group.

Start



Year 6- Summer Term

Key Vocabulary/skills

Mechanisms, linkages, cross-sectional diagrams, cam

Moving Pictures- Year 6

Retrieval:

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Evaluate-WALT: evaluate ideas and products against a design.

Make- WALT: use a variety of equipment to measure, cut and join accurately.

Make- WALT: use linkages to make movement larger or more varied.

Design –WALT: create a final design using a cross sectional diagram.

Design- WALT: generate and develop initial ideas.

Evaluate - WALT: research the design features of products that will appeal to a person or group.

Start

Year 6- Summer Term

Key Vocabulary/skills

Mechanisms, linkages, cross-sectional diagrams, cam

Key Questions:

1) Which mechanism did you select and why?

……

2) What tips can you give for working safely with equipment?

……

3) How well did your mechanism work?

……

David Carson
1954

David Carson has been dubbed the original grunge graphic designer. His work is not focused on ease of legibility but rather reacts against that impulse. Type finds itself haphazardly wandering across pages, over pictures, even on top of itself. Carson's work taps into the antithesis of modernist design and does it with such conviction that by now it only seems natural.