



Design Technology Curriculum

School Vision

We seek to **inspire...**
a love for learning,
curiosity and creativity,
imagination and independence,
each other as individuals,
collaboration within our community and
awe and wonder for God's World.

This document outlines how we live out our school vision through our **design technology** curriculum.

Aims and Objectives

- To provide opportunities for children to develop their skills, knowledge and understanding by using a range of tools, materials and components safely.
- Develop children’s understanding of ways in which people have designed products in the past and present to meet their needs.
- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- To develop an understanding of technological processes, products and their manufacture, and their contribution to our society.
- To foster enjoyment, satisfaction and purpose in designing and making.

Intent	Implementation	Impact
<p>Our Design Technology curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and design their own works. We aim to provide children with a Design Technology education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively and safely on a shared project. Where possible, it is taught through topic themes. This enables teachers to make cross-curricular links and provide a meaningful context for learning. Teachers make it explicit to pupils that they are developing as ‘designers’ and learning design skills. Our Design Technology curriculum provides opportunities for pupils to investigate a range of products, to design and make a selection of prototypes in response to a question or problem, to explore and record their ideas and experiences, as well as stimulate their creativity and imagination. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world.</p>	<p>Where appropriate, lessons are linked to topic themes and authentic learning opportunities, so children gain access to real world experiences. Children learn the skills of sewing and textiles, cooking and nutrition, electrical and mechanical components and using materials and are given the opportunity to explore and evaluate different creative ideas. The teaching of Design Technology should follow the design, make and evaluate cycle and each stage should be rooted in technical knowledge. The skills are developed and built upon each year so that progression can be seen clearly across the school. Planning is personalised to the needs of our children; it supports and challenges them and builds on previous learning. Children will be introduced to a range of works and develop knowledge of the style, designs and vocabulary used by different designers. Design and Technology offers the opportunity for children to draw on a range of subject knowledge such as mathematics, science, engineering, computing and art. Whole class displays are used to celebrate taught skills and techniques and to allow pupils to reflect on, evaluate and compare their work, using the work of a range of current and historical designers as both a stimulus and model.</p>	<p>At the end of each year the children will have a thorough knowledge of which tools, equipment and materials to use to make their products, giving them the opportunity to use them in a different way or for a different purpose and develop a range of skills. By the time children leave school; we want them to have developed a passion for design working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming designers that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other’s work. Impact is measured through a teacher’s ongoing formative assessment as they observe pupils, and end of each year summative judgements about the achievement of each pupil against the National Curriculum Programme of Study. We value the contribution Design Technology can play in building children’s self-esteem and confidence, especially when displaying and sharing the work they create and showcasing the skills and progress they have made.</p>

SMSC

Through Design and Technology teaching, our children develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development.

The spiritual development of pupils is shown by their sense of enjoyment of Design Technology developing themselves as designers, and their willingness to reflect on their experiences and show respect for the work of their peers. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement.

The moral development of pupils is shown by their ability to collaborate sensitively with other pupils on design projects, taking their views into account. It raises awareness of moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products and technological advances. It educates pupils to become responsible consumers. Displays around the school show a variety of design work from different age groups and abilities. This promotes children to be positive about their work and others and so increases self-esteem.

Design Technology contributes to children's social development in creativity, independence, judgement and self-reflection. It encourages children to develop a sense of ownership over their work and reflect on their experiences through evaluating their progress and development. Pupils often work collaboratively requiring cooperation, recognising others' strengths, sharing of equipment and communication. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues.

Design Technology supports cultural development by investigating how different cultures have contributed to technology ,encouraging children to reflect on creative products and inventions, the diversity of materials and ways in which technology can improve the quality of our lives.

DT Curriculum Skills Overview – Year A

2022-2023	Autumn term	Spring Term		Summer Term	
Puffins	<p>Nursery - Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>				
	<p>Reception - Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>				
Robins	Pirates	Africa/Fantastic Women		Transport	
	Textiles: Christmas decoration	Food: African Tagine		Mechanisms: Axles & Wheels	
	<p>Year1 Skills Dt1 Explore the sensory qualities of materials Dt2 Explore ways to construct models Dt3 Identify a target group for what they intend to design and make Dt5 Generate and talk about their own ideas Dt6 Follow safe procedures Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them Dt8 Use tools and materials with help</p>	<p>Year 2 Skills Dt11 Identify a purpose for what they intend to design and make Dt12 Identify simple design criteria then plan what to do next, using a variety of methods Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them Dt14 Identify what they could have done differently or how they could improve their work in the future Dt15 Evaluate a range of existing products Dt16 Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT Dt17 Measure, mark, cut out and shape a range of materials Dt19 Use simple finishing techniques Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>	<p>Year1 Skills Dt1 Explore the sensory qualities of materials Dt3 Identify a target group for what they intend to design and make</p>	<p>Year 2 skills Dt10 Discover where foods come from in choosing, preparing and tasting different dishes Dt11 Identify a purpose for what they intend to design and make Dt12 Identify simple design criteria then plan what to do next, using a variety of methods Dt14 Identify what they could have done differently or how they could improve their work in the future Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>	<p>Year1 Skills Dt1 Explore the sensory qualities of materials Dt2 Explore ways to construct models Dt3 Identify a target group for what they intend to design and make</p>

Kingfishers	Beatrix Potter		Ancient Egyptians		Magnificent Mountains	
	Textiles: Sock puppets		Make: Egyptian sarcophagi and mummies.		Food: Energy bar Structures: mountain/volcano modelling.	
	Year 3 Skills	Year 4 Skills	Year 3 Skills	Year 4 Skills	Year 3 Skills	Year 4 Skills
	<p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p> <p>Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt26 Selecting appropriate tools and techniques, name and describe them</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>Dt28 Use research to inform their design</p> <p>Dt29 Explore ways of meeting design challenges with a textile focus</p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of</p>	<p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p> <p>Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt26 Selecting appropriate tools and techniques, name and describe them</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>Dt28 Use research to inform their design</p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p>	<p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p> <p>Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt26 Selecting appropriate tools and techniques, name and describe them</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>Dt28 Use research to inform their design</p> <p>Dt29 Explore ways of meeting design challenges with a textile focus</p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of materials and assemble,</p>

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	<p>Year 5 Skills</p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt37 Identify users' views and take these into account</p> <p>Dt38 Analyse a range of existing products</p> <p>Dt39 Estimate and measure using appropriate instruments and units</p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p> <p>Dt43 Refine sequences of instructions to control events or make things happen</p>	<p>Year 6 Skills</p> <p>Dt44 Explore alternative ways of making their product, if first attempts fail</p> <p>Dt45 Check work as it develops and modify as necessary</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>	<p>Year 5 Skills</p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt37 Identify users' views and take these into account</p> <p>Dt38 Analyse a range of existing products</p> <p>Dt39 Estimate and measure using appropriate instruments and units</p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p> <p>Dt43 Refine sequences of instructions to control events or make things happen</p>	<p>Year 6 Skills</p> <p>Dt44 Explore alternative ways of making their product, if first attempts fail</p> <p>Dt45 Check work as it develops and modify as necessary</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>	<p>Year 5 Skills</p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt37 Identify users' views and take these into account</p> <p>Dt38 Analyse a range of existing products</p> <p>Dt39 Estimate and measure using appropriate instruments and units</p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p> <p>Dt43 Refine sequences of instructions to control events or make things happen</p>	<p>Year 6 Skills</p> <p>Dt44 Explore alternative ways of making their product, if first attempts fail</p> <p>Dt45 Check work as it develops and modify as necessary</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>

DT Curriculum Skills Overview – Year B

2021-2022	Autumn term	Spring Term	Summer Term			
Puffins	<p>Nursery - Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Reception - Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>					
	Robins	<p>Weather</p> <p>Structures: Windmills</p>	<p>Paddington UK</p> <p>Structures: Fairground Ride (London Eye)</p>	<p>Castles</p> <p>Food/Nutrition: Smoothie/healthy snack</p> <p>Mechanism: Moving Monster</p>		
	<p>Year1 Skills</p> <p>Dt1 Explore the sensory qualities of materials</p> <p>Dt2 Explore ways to construct models</p> <p>Dt3 Identify a target group for what they intend to design and make</p> <p>Dt4 Recognise how structures can be made stronger, stiffer and more stable</p> <p>Dt5 Generate and talk about their own ideas</p> <p>Dt6 Follow safe procedures</p> <p>Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt8 Use tools and materials with help</p>	<p>Year 2</p> <p>Dt9 Explore a range of existing products</p> <p>Dt11 Identify a purpose for what they intend to design and make</p> <p>Dt12 Identify simple design criteria then plan what to do next, using a variety of methods</p> <p>Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>	<p>Year1 Skills</p> <p>Dt1 Explore the sensory qualities of materials</p> <p>Dt2 Explore ways to construct models</p> <p>Dt3 Identify a target group for what they intend to design and make</p> <p>Dt4 Recognise how structures can be made stronger, stiffer and more stable</p>	<p>Year 2</p> <p>Dt11 Identify a purpose for what they intend to design and make</p> <p>Dt12 Identify simple design criteria then plan what to do next, using a variety of methods</p> <p>Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>	<p>Year1 Skills</p> <p>Dt1 Explore the sensory qualities of materials</p> <p>Dt2 Explore ways to construct models</p> <p>Dt3 Identify a target group for what they intend to design and make</p>	<p>Year 2</p> <p>Dt9 Explore a range of existing products</p> <p>Dt10 Discover where foods come from in choosing, preparing and tasting different dishes</p> <p>Dt11 Identify a purpose for what they intend to design and make</p> <p>Dt12 Identify simple design criteria then plan what to do next, using a variety of methods</p> <p>Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</p> <p>Dt15 Evaluate a range of existing products</p> <p>Dt18 Use mechanisms in their products e.g. wheels, sliders</p> <p>Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>

Kingfishers	Ancient Romans Make: Mosaic stone tile coasters Food: Roman rye bread		Rainforests Structure: Tropical bird mobiles		Stone age to Iron Age Textiles: Woven landscapes Food: Stewed seasonal berries	
	<p>Year 3 Skills</p> <p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>Year 4 Skills</p> <p>Dt28 Use research to inform their design</p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p>	<p>Year 3 Skills</p> <p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p> <p>Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt26 Selecting appropriate tools and techniques, name and describe them</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>Year 4 Skills</p> <p>Dt28 Use research to inform their design</p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p>	<p>Year 3 Skills</p> <p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p> <p>Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt26 Selecting appropriate tools and techniques, name and describe them</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>Year 4 Skills</p> <p>Dt28 Use research to inform their design</p> <p>Dt29 Explore ways of meeting design challenges with a textile focus</p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p>

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	<p>Year 5 Skills</p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt37 Identify users' views and take these into account</p> <p>Dt38 Analyse a range of existing products</p> <p>Dt39 Estimate and measure using appropriate instruments and units</p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p> <p>Dt43 Refine sequences of instructions to control events or make things happen</p>	<p>Year 6 Skills</p> <p>Dt44 Explore alternative ways of making their product, if first attempts fail</p> <p>Dt45 Check work as it develops and modify as necessary</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>	<p>Year 5 Skills</p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt37 Identify users' views and take these into account</p> <p>Dt38 Analyse a range of existing products</p> <p>Dt39 Estimate and measure using appropriate instruments and units</p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p> <p>Dt43 Refine sequences of instructions to control events or make things happen</p>	<p>Year 6 Skills</p> <p>Dt44 Explore alternative ways of making their product, if first attempts fail</p> <p>Dt45 Check work as it develops and modify as necessary</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>	<p>Year 5 Skills</p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt37 Identify users' views and take these into account</p> <p>Dt38 Analyse a range of existing products</p> <p>Dt39 Estimate and measure using appropriate instruments and units</p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p> <p>Dt43 Refine sequences of instructions to control events or make things happen</p>	<p>Year 6 Skills</p> <p>Dt44 Explore alternative ways of making their product, if first attempts fail</p> <p>Dt45 Check work as it develops and modify as necessary</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>