

**As a Year 6 Designer I will know...**

Unit title Waistcoats FOCUS: Textiles	To understand that it is important to design clothing with the client/ target customer in mind	To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.	To understand the importance of consistently sized stitches.
Unit title Playgrounds FOCUS: Structures	To know that structures can be strengthened by manipulating materials and shapes.	To understand what a 'footprint plan' is.	To understand that in the real world, design can impact users in positive and negative ways.
	To know that a prototype is a cheap model to test a design idea.		



Unit title Navigating the world FOCUS: Digital world	To know that accelerometers can detect movement.	To understand that sensors can be useful in products as they mean the product can function without human input.	To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.
	To know that 'multifunctional' means an object or product has more than one function.	To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.	



As a Year 6 Designer I can...

Textiles: Waistcoats

Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme.

Annotating designs.

Using a template when pinning panels onto fabric.

Marking and cutting fabric accurately, in accordance with a design.

Sewing a strong running stitch, making small, neat stitches and following the edge.

Tying strong knots.

Decorating a waistcoat -attaching objects using thread and adding a secure fastening.

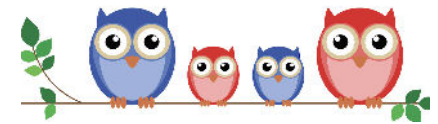
Learning different decorative stitches.

Sewing accurately with even regularity of stitches.

Evaluating work continually as it is created.

Structures: Playgrounds

- ✓ Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.
- ✓ Considering effective and ineffective designs.
- ✓ Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
- ✓ Measuring, marking and cutting wood to create a range of structures.
- ✓ Using a range of materials to reinforce and add decoration to structures.
- ✓ Improving a design plan based on peer evaluation.
- ✓ Testing and adapting a design to improve it as it is developed.
- ✓ Identifying what makes a successful structure.



As a Year 6 Designer I can...

Digital world: Navigating the world

- ✓ Writing a design brief from information submitted by a client.
- ✓ Developing design criteria to fulfil the client's request.
- ✓ Developing a product idea through annotated sketches.
- ✓ Placing and maneuvering 3D objects, using CAD.
- ✓ Changing the properties of, or combine one or more 3D objects, using CAD.
- ✓ Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).
- ✓ Explaining material choices and why they were chosen as part of a product concept.
- ✓ Programming an N, E, S, W cardinal compass.
- ✓ Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- ✓ Developing an awareness of sustainable design.
- ✓ Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.
- ✓ Demonstrating a functional program as part of a product concept.