YEAR 5 New National Curriculum 2015 at West Park School

	Year 5	DT		Provision Audit across the Year/Key Stage
	Autumn	Spring	Summer	
	To play, design and make their own board game based on 'The Earth and Beyond' topic. • 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately	**To design and construct a moving theatre with levers and cogs.** • 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes. • Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages		When designing and making, pupils should be taught to: **Design** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages ▪ understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors ▪ apply their understanding of computing to programme, monitor and control their products