



KS2 Design

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Year 5

	Key Performance Indicators	Age Related Expectations
Design	<ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<p>The pupil will be able to design products that have a clear purpose and an intended user.</p> <p>They will be able to identify opportunities to design.</p>
Make	<ul style="list-style-type: none"> - Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Cut and shape materials safely and correctly using appropriate tools and machinery. They will be able to demonstrate a range of cutting, shaping and joining techniques.</p>
Evaluate	<ul style="list-style-type: none"> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. 	<p>The pupil will be able to suggest improvements to existing designs. Explore objects and designs to identify likes and dislikes of the designer and explore how products have been made.</p>

Year 6

	Key Performance Indicators	Age Related Expectations
Design	<ul style="list-style-type: none"> - 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. 	<p>The pupil will be able to design creatively and imaginatively with the intended user in mind. They will be able to create innovative designs that improve upon existing products.</p>
Make	<ul style="list-style-type: none"> - 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. - Investigate and analyse a range of existing products. 	<p>Cut and shape materials with precision and refine the finish with appropriate tools. They will be able to show an understanding of the qualities of materials to choose appropriate tools to cut and shape them.</p>
Evaluate	<ul style="list-style-type: none"> - 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. 	<p>The pupil will be able to suggest improvements to existing designs. Explore objects and designs to identify likes and dislikes of the designer and explore how products have been made. They will be able to suggest improvements and modifications to existing products.</p>