

		Year 3	Year 4
		<u>Wearable technology</u>	<u>Mindful moments timer</u>
Skills	Design	<ul style="list-style-type: none"> • Problem solving by suggesting which features on a Micro:bit might be useful and justifying my ideas. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. • Developing design ideas through annotated sketches to create a product concept. • Developing design criteria to respond to a design brief. 	<ul style="list-style-type: none"> • Writing design criteria for a programmed timer (Micro:bit). • Exploring different mindfulness strategies. • Applying the results of my research to further inform my design criteria. • Developing a prototype case for my mindful moment timer. • Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo. • Following a list of design requirements.
	Make	<ul style="list-style-type: none"> • Following a list of design requirements. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm. 	<ul style="list-style-type: none"> • Developing a prototype case for my mindful moment timer. • Creating 3D structures using modelling materials. • Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.
	Evaluate	<ul style="list-style-type: none"> • Analysing and evaluating wearable technology. • Using feedback from peers to improve design. 	<ul style="list-style-type: none"> • Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages. • Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made. • Documenting and evaluating my project. • Understanding what a logo is and why they are important in the world of design and business. • Testing my program for bugs (errors in the code). • Finding and fixing the bugs (debug) in my code. • Using an exhibition to gather feedback. • Gathering feedback from the user to make suggested improvements to a product.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer. • To know that a simulator is able to replicate the functions of an existing piece of technology. 	<ul style="list-style-type: none"> • To understand what variables are in programming. • To know some of the features of a Micro:bit. • To know that an algorithm is a set of instructions to be followed by the computer. • To know that it is important to check my code for errors (bugs). • To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device.
	Additional	<ul style="list-style-type: none"> • To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. • To understand what is meant by 'point of sale display'. • To know that CAD stands for 'Computer-aided design'. • To know what a focus group is by taking part in one. 	<ul style="list-style-type: none"> • To understand the terms 'ergonomic' and 'aesthetic'. • To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials. • To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users.

		Year 5	Year 6
		<u>Monitoring devices</u>	<u>Navigating the world</u>
Skills	Design	<ul style="list-style-type: none"> • Researching (books, internet) for a particular (user's) animal's needs. • Developing design criteria based on research. • Generating multiple housing ideas using building bricks. • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD. 	<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client. • Developing design criteria to fulfil the client's request. • Considering and suggesting additional functions for my navigation tool. • Developing a product idea through annotated sketches. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD.
	Make	<ul style="list-style-type: none"> • Understanding the functional and aesthetic properties of plastics. • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range. 	<ul style="list-style-type: none"> • 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.
	Evaluate	<ul style="list-style-type: none"> • Stating an event or fact from the last 100 years of plastic history. • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. • Explaining key functions in my program (audible alert, visuals). • Explaining how my product would be useful for an animal carer including programmed features. 	<ul style="list-style-type: none"> • 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. • Identifying key industries that utilise 3D CAD modelling and explaining why. • Describing how the product concept fits the client's request and how it will benefit the customers. • Explaining the key functions in my program, including any additions. • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • 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 pitch.
Knowledge	Technical	<ul style="list-style-type: none"> • To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record. • To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. • To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met. 	<ul style="list-style-type: none"> • 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.
	Additional	<ul style="list-style-type: none"> • To understand key developments in thermometer history. • To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future. • To know the 6Rs of sustainability. • To understand what a virtual model is and the pros and cons of traditional vs CAD modelling. 	<ul style="list-style-type: none"> • 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.