



PATHFINDERS

COME FLY WITH ME! ARCTIC CIRCLE Year 1	ZERO TO HERO Year 2	HAPPILY EVER AFTER Year 1	INTER-NATION MEDIA STATION Year 2
<p>DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To 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. To know that in winter, the Inuits lived in shelters made from blocks of hard packed snow called igloos. To learn how to design and create structures similar to igloos using alternative materials like Lego blocks. 	<p>DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To 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. To 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. To know that functional products and gifts are created by understanding the needs of the people they are intended for. 	<p>DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To 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. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand the importance of including specific features in a design/prototype to ensure its effectiveness in achieving the needs of the intended user - a fairy tale character. 	<p>DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To 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. To understand the needs and preferences of an individual and create a product that meets their requirements. To recognise the different components that together make an outfit and use the information to create an appropriate ensemble for Nan.



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<p style="text-align: center;">LAND AHOY! Year 2</p>	<p style="text-align: center;">UNITY IN THE COMMUNITY Year 1</p>	<p style="text-align: center;">LIGHT UP THE WORLD Year 2</p>
<p style="text-align: center;">DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To 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. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <ul style="list-style-type: none"> To understand the importance of including specific features in a design/prototype to ensure its effectiveness in achieving the needs of the intended user. To design and create the prototype for a remote control and evaluate its suitability by linking it to the pirate's work and changing environments. 	<p style="text-align: center;">DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To 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. <ul style="list-style-type: none"> To know the key human features of the local area and create a model to present the information. 	<p style="text-align: center;">DESIGN, MAKE, EVALUATE</p> <ul style="list-style-type: none"> To 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. To 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. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <ul style="list-style-type: none"> To recognise that the light from the sun can be dangerous. To identify various objects that offer sun protection and design one that provides sun safety.



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FOCUSED TASKS

Mechanisms – Sliders and Levers 1	Design, make and evaluate a moving picture that shows the moon or sun rising and falling	Year 1
Mechanisms – Sliders and Levers 2	Design, make and evaluate a moving picture to be used by a teacher when reading a story with a nursery class	Year 1
Mechanisms – Sliders and Levers 3	Design and make a greetings card	Year 1
Structures	Experiment with joining materials together, then design, make and test a model house for the three little pigs.	Year 2
Textiles	Design and make finger puppets	Year 2
Food Technology		Year 1
Food Technology		Year 2