DT Assessment and Tracking

Year 5 Overview 24/25

Disciplinary Knowledge – Disciplinary knowledge will be explored and developed throughout the D&T curriculum as pupils move through the school. They can be used across all aspects of a subject to grow an awareness of how designers construct their knowledge.			
Responsibility: (working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients)	**WTS**	**EXS**	**GDS**
Similarity and difference: (making comparisons, noting differences and drawing conclusions)		Rest of class	
Cause and consequence: (identifying how things work, how an action can cause change/movement		Rest of class	
Significance: (significant designers and designs, real world examples of effective and successful products)		Rest of class	
Written and oral expression: (Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting)		Rest of class	

Textiles – Stuffed toys			
Design a stuffed toy, considering the main component shapes of their toy.	**WTS**	**EXS**	**GDS**
Create an appropriate template for their stuffed toy.		Rest of class	
Join two pieces of fabric using a blanket stitch.		Rest of class	
Neatly cut out their fabric.		Rest of class	
Use appliqué or decorative stitching to decorate the front of their stuffed toy.			
Use blanket stitch to assemble their stuffed toy, repairing when needed.			
Identify what worked well and areas for improvement.			

Cooking and Nutrition – Developing a recipe			
Describe the process of beef production.	**WTS**	**EXS**	**GDS**
Research a traditional recipe and make changes to it.		Rest of class	
Add nutritional value to a recipe by selecting ingredients.		Rest of class	
Prepare and cook a version of bolognese sauce.		Rest of class	

Mechanical systems			
Produce a suitable plan for each page of their book.	WTS	EXS	GDS
Produce the structure of the book.		Rest of class	
Assemble the components necessary for all their structures/mechanisms.		Rest of class	
Hide the mechanical elements with more layers using spacers where needed.		Rest of class	
Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.		Rest of class	
Use appropriate materials and captions to illustrate the story.		Rest of class	
Produce a suitable plan for each page of their book.		Rest of class	
Structures – Pavilions		Rest of class	
Identify stronger and weaker shapes.		Rest of class	
Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.		Rest of class	
Identify beam, arch and truss bridges and describe their differences.		Rest of class	
Use triangles to create simple truss bridges that support a load (weight).		Rest of class	
Cut beams to the correct size, using a cutting mat.			
Smooth down any rough cut edges with sandpaper.			
Follow each stage of the truss bridge creation as instructed by their teacher.			
Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher.			
Identify some areas for improvement, reinforcing their bridges as necessary.			

Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS)

1)

2)

3)