
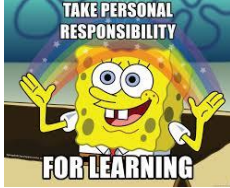

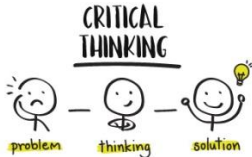






Character Profile of a Radford Designer in Year 6	Self Manager – organise and be responsible for their work in Design and Technology	Effective Participators – engage actively with all types of work in Design and Technology	Resourceful Thinker – ask searching questions about designs and technology and be creative in their designs
	 <ul style="list-style-type: none"> Assess risk and make sensible decisions when using tools. Be confident and capable when allowed to organise own time and space. Use a range of strategies to help overcome a problem in D&T. 	 <ul style="list-style-type: none"> Act as an advocate for views and beliefs that may differ from my own when collaborating on a D&T project. Be a good role model for good learning behaviour. Know what the risks are when considering their own D&T work. 	 <ul style="list-style-type: none"> Always prepare to explore more than the first possible solution to the problem. Aware that solutions can depend on an understanding other issues. Adapt and apply learning to new situations.
Literate, Numerate and Digital - apply English, Maths and Computing in their work in Design and Technology	Independent Enquirer – plan and carry out a Design and Technology project	Team Worker – work with others to plan and complete a Design and Technology project	Reflective Learner – Reflect on own their own designs and models and those of others, including commercial designs
 <ul style="list-style-type: none"> I can apply my writing skills and create pieces of text that show an understanding of a D&T project. I can carry out research to gather information to help a design. I can use computing skills to communicate my new D&T knowledge. 	 <ul style="list-style-type: none"> Give more than one reason to support an argument. Plan a complex D&T project, anticipating blocks and finding ways to overcome them. Use feedback from a range of sources to help solve a problem. 	 <ul style="list-style-type: none"> Eager to discuss conflicting issues fairly and reach agreement and enables the group to move on in D&T. When suggesting design ideas, able to break into smaller steps to suit the needs of the group. Make the most of others' strengths when organising D&T work. 	 <ul style="list-style-type: none"> Explain and discuss different ways they have learnt from others in D&T. Take account of others viewpoints when considering success in D&T. Identify strengths and weaknesses in their D&T work, and give reasons. Cope with criticism of their D&T work and learn from it.