
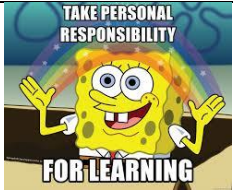

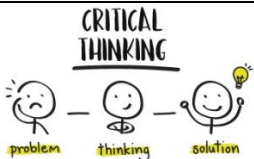






<p>Character Profile of a Radford Designer in Year 5</p>	<p>Self Manager – organise and be responsible for their work in Design and Technology</p>	<p>Effective Participators – engage actively with all types of work in Design and Technology</p>	<p>Resourceful Thinker – ask searching questions about designs and technology and be creative in their designs</p>
	 <ul style="list-style-type: none"> • Appreciate range of different viewpoints on pieces of design, even when different from own • Organise things well, including practical resources and others • Appreciate how learning how to make a successful product can happen from mistakes • Recognise risks that may be involved when tackling their D&T work. 	 <ul style="list-style-type: none"> • Prepared to discuss and debate a design problem until a sensible compromise is reached • When making suggestions on a D&T project, I can break down ideas into small steps • Act as a buddy to support a friend with his/her D&T project work 	 <ul style="list-style-type: none"> • Link ideas from different areas of the curriculum to create a successful D&T project • Persevere even when they find the D&T project difficult
<p>Literate, Numerate and Digital - apply English, Maths and Computing in their work in Design and Technology</p>	<p>Independent Enquirer – plan and carry out a Design and Technology project</p>	<p>Team Worker – work with others to plan and complete a Design and Technology project</p>	<p>Reflective Learner – Reflect on own their own designs and models and those of others, including commercial designs</p>
 <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"> • Plan a D&T project, breaking it into a manageable number of steps. • Make constructive judgments about someone else's D&T project • Recognise that sometimes you need expertise from others. 	 <ul style="list-style-type: none"> • Accept constructive criticism from others in group to enable improvement in their D&T project • Motivate others to contribute more effectively in a D&T project • Share a working environment with others and respect their varying needs. 	 <ul style="list-style-type: none"> • Understand that attitude and behaviour can affect learning in a D&T project, and show they are prepared to adjust • Use range of criteria to reflect on own and others' D&T project work • Make good use of time to reflect on what D&T knowledge and skills they have learnt