
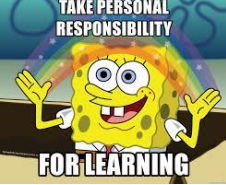

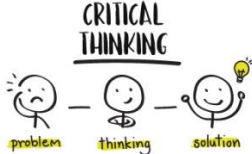






<p>Character Profile of a Radford Designer in Year 6</p>	<p>Self Manager – organise and be responsible for their work in Design and Technology</p>	<p>Effective Participators – engage actively with all types of work in Design and Technology</p>	<p>Resourceful Thinker – ask searching questions about designs and technology and be creative in their designs</p>
	 <ul style="list-style-type: none"> • 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.
<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"> • 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.