

Design and Technology

Design and Technology - Year One

	Head	Hands
Textiles: Bunting	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none"> • Can they think of some ideas of their own? (2, 3, 4) • Can they explain what they want to do? (2, 3, 4, 5) • Can they explain what they are making? (1, 3, 4, 5) • Can they use pictures and words to plan? (1, 3) • Can they explain which tools are they using? (2, 3, 6) • Can they describe how something works? (4, 5) • Can they talk about their own work and things that other people have done? (1, 2, 4, 5) • Can they talk with others about how they want to construct their product? (1, 2, 3, 4, 5, 7) 	<ol style="list-style-type: none"> 1. Can they describe how different textiles feel? 2. Can they make a product from textiles by gluing? 3. To begin to shape, assemble and join and combine materials in a variety of ways. 4. To begin simple levers and sliding mechanisms to create movement. 5. To make a model and talk about how it is useful for someone. 6. Know different grips needed for cutting, stirring etc... 7. Learn the importance of hygiene when handling food - washing hands, hair tied back, wearing an apron.
Construction: Levers and Sliders		
Food: Healthy Packed Lunch		
Heart		
<ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? 		

	Head	Hands
Textiles: Puppets	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none">• Can write about who my products are for and explain why they will be useful, giving clear examples (4)• Can discuss the improvements needed for my work (4)• Can recognise the necessity of following an order in a recipe (5, 6)• Beginning to learn about a healthy diet (5, 6)• Can describe the characteristics of the materials chosen (1, 2, 4)• Can write about who products are for and explain why they will be useful, giving clear examples (4)• Can discuss the improvements needed for the work (1, 2, 4)• Can recount the design and make process with lively detail (1, 2, 4)	<ol style="list-style-type: none">1. Can join 2D and 3D materials effectively in different ways2. Can use PVA, sticky, tape, masking tape etc...to join materials3. Use scissors to cut straight lines, corners and curves.4. Can use reclaimed materials and construction materials5. Can use scales with help6. Can measure liquids with help
Construction: Castles		
Food: Bread Making		
<h3>Heart</h3>		
<ul style="list-style-type: none">• Do they show an age appropriate desire to extend their own learning and find out more?• Do they actively share what they have found with others?• Do they show enthusiasm and commitment to the topic?		

Design and Technology - Year Three

	Head	Hands
Textiles: 3D Train Model	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none">• Can describe how my product will be of use to the user• Present my designs and ideas, using ICT• Beginning to learn how to start and finish (1, 2)• Clarify ideas when asked• Know about healthy diet	<ol style="list-style-type: none">1. Use pencils and rulers to mark out2. Beginning to measure, mark and cut out using cms3. Beginning to understand winding and turning mechanisms4. Use a vice to secure material for cutting5. Can use scales confidently6. Can measure liquids confidently7. Use correct knife grips for cutting and spreading8. Beginning to hold food steady with a fork whilst chopping, slicing
Construction: Pulleys		
Food: Stone Age Stew		
<h3>Heart</h3>		
<ul style="list-style-type: none">• Do they show an age appropriate desire to extend their own learning and find out more?• Do they actively share what they have found with others?• Do they show enthusiasm and commitment to the topic?		

	Head	Hands
Textiles: Roman Clothing	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none">• Can 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. (1, 2, 4)• Can apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (1, 2)• Can understand and use mechanical systems in their products (levers and linkages) (2)• Can understand how key events and individuals in design and technology have helped shape the world	<ol style="list-style-type: none">1. Can select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities2. Can select from and use a wider range of materials and components, including construction3. Can use scales to measure more accurately4. Can combine ingredients into a product and follow a simple recipe to produce mostly savoury dishes, using different techniques.
Construction: Bridges		
Food: Bread		
<h3>Heart</h3>		
<ul style="list-style-type: none">• Do they show an age appropriate desire to extend their own learning and find out more?• Do they actively share what they have found with others?• Do they show enthusiasm and commitment to the topic?		

	Head	Hands
Textiles: Printing Sails	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none">• Use a range of ways of seeking the views of intended users of my products (market research)• Check my work as it develops and modify my approach in light of progress• Communicate a range of different designs, being aware of the limits of some ideas• Apply knowledge of electrical circuits and use switches to make e.g an alarm box/torch• Understand healthy eating (5, 6, 7)	<ol style="list-style-type: none">1. Can use a pencil and a ruler to mark for cutting2. Use pins to secure fasteners3. Beginning to use basic sewing techniques4. Can use levers and sliding mechanisms to create movement5. Can use scales to measure more accurately6. Can combine ingredients into a product7. Can follow a simple recipe
Construction: Cam Toys		
Food: Food of South America		
<h3>Heart</h3>		
<ul style="list-style-type: none">• Do they show an age appropriate desire to extend their own learning and find out more?• Do they actively share what they have found with others?• Do they show enthusiasm and commitment to the topic?		

Design and Technology - Year Six

	Head	Hands
Textiles: Tapestries	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none">• Use my understanding of the characteristics of familiar products when developing and communicating my ideas (1)• Check my work as it develops and modify my approach in light of progress• Test and evaluate my products, with the intended use in mind. (1)• Use the Internet to thoroughly research products and the environments in which they are used.• Understand seasonality, knowing where and how ingredients are grown, reared, caught and processed. (7)• Know that portions of ingredients will affect the product (6, 7)	<ol style="list-style-type: none">1. Use a wider range of materials and components according to their functional properties and aesthetic qualities.2. Knot tying3. Use sand paper to smooth edges4. Use a saw under supervision5. Join wood together6. Use scales to measure more accurately7. Can combine ingredients into a product and follow a simple recipe to produce mostly savoury dishes, using different techniques.
Construction: Bunkers		
Food: Food of the Med		
<h3>Heart</h3>		
<ul style="list-style-type: none">• Do they show an age appropriate desire to extend their own learning and find out more?• Do they actively share what they have found with others?• Do they show enthusiasm and commitment to the topic?		