



**In Design Technology**

|   | Early Years  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|---|--|--|--|---|--|--|---|
| <b>Developing, planning and communicating ideas</b>   | <ul style="list-style-type: none"> <li>Constructs with a purpose in mind using a variety of resources</li> <li>Have their own ideas, select resources independently, find new ways to do things. (Creating and thinking Critically)</li> <li>Explain what they are making and who or what it is for</li> </ul> | <ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas;</li> <li>Suggest ideas and explain what they are going to do;</li> <li>Identify a target group for what they intend to design and make;</li> <li>Model their ideas in card and paper;</li> <li>Develop their design ideas applying findings from their earlier research</li> </ul> | <ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences;</li> <li>Develop their design ideas through discussion, observation, drawing and modelling;</li> <li>Identify a purpose for what they intend to design and make;</li> <li>Identify simple design criteria;</li> <li>Make simple drawings and label parts.</li> </ul> | <ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s;</li> <li>Identify a purpose and establish criteria for a successful product;</li> <li>Plan the order of their work before starting;</li> <li>Explore, develop and communicate design proposals by modelling ideas;</li> <li>Make drawings with labels when designing.</li> </ul> | <ul style="list-style-type: none"> <li>Generate ideas, considering the purposes for which they are designing;</li> <li>Make labelled drawings from different views showing specific features;</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making, if the first attempts fail;</li> <li>Evaluate produces and identify criteria that can be used for their own designs.</li> </ul> | <ul style="list-style-type: none"> <li>Generate ideas through brainstorming and identify a purpose for their produce;</li> <li>Draw up a specification for their design;</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making if the first attempts fail;</li> <li>Use results of investigations, information sources, including ICT when developing design ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate their ideas through detailed labelled drawings;</li> <li>Developing a design specification;</li> <li>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways;</li> <li>Plan the order of their work. Choosing appropriate materials, tools and techniques.</li> </ul>             |
| <b>Working with tools, equipment, materials and components to make quality products (inc. food)</b> | <ul style="list-style-type: none"> <li>To have a purpose in mind when constructing</li> <li>Select appropriate resources and adapt work when needed.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul>  | <ul style="list-style-type: none"> <li>Make their design using appropriate techniques;</li> <li>With help measure, mark out, cut and shape a range of materials;</li> <li>Use tools e.g. scissors and a hole punch safely;</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to select tools and materials; use vocab' to name and describe them;</li> <li>Measure, cut and score with some accuracy;</li> <li>Use hand tools safely and appropriately;</li> <li>Assemble, join and combine materials in order to make a product;</li> </ul>   | <ul style="list-style-type: none"> <li>Select tools and techniques for making their product;</li> <li>Measure, mark out, cut, score and assemble components with more accuracy;</li> <li>Work safely and accurately with a range of simple tools;</li> <li>Think about their ideas as they make progress and be willing to change things if this helps them improve their work;</li> </ul>  | <ul style="list-style-type: none"> <li>Select appropriate tools and techniques for making their product;</li> <li>Measure, mark out, cut and shape a range of materials and components accurately in temporary and permanent ways;</li> <li>Sew using a range of different stitches, weave and knit;</li> <li>Measure, tape or pin, cut and join fabric with some accuracy.</li> </ul>   | <ul style="list-style-type: none"> <li>Select appropriate materials, tools and techniques;</li> <li>Measure and mark out accurately;</li> <li>Use skills in using different tools and equipment safely and accurately;</li> <li>Weigh and measure accurately (time, dry ingredients, liquids);</li> <li>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens;</li> </ul>  | <ul style="list-style-type: none"> <li>Select appropriate tools, materials, components and techniques;</li> <li>Assemble components make working models;</li> <li>Use tools safely and accurately;</li> <li>Construct products using permanent joining techniques;</li> <li>Make modifications as they go along;</li> <li>Pin, sew and stitch materials together create a product;</li> </ul> |



# ST.THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

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|  | <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Understand the need for hygiene</li> </ul> | <ul style="list-style-type: none"> <li>• Select and use appropriate fruit and vegetables, processes and tools;</li> <li>• Use basic food handling, hygienic practices and personal hygiene;</li> <li>• Use simple finishing techniques to improve the appearance of their product.</li> </ul>  | <ul style="list-style-type: none"> <li>• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques;</li> <li>• Follow safe procedures for food safety and hygiene;</li> <li>• Choose and use appropriate finishing techniques.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Measure, tape or pin, cut and join fabric with some accuracy;</li> <li>• Demonstrate hygienic food preparation and storage;</li> <li>• Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple graphical communication techniques.</li> </ul>   | <ul style="list-style-type: none"> <li>• Cut and join with accuracy to ensure a good quality finish to the product.</li> </ul>  | <ul style="list-style-type: none"> <li>• Achieve a quality product.</li> </ul>   |
| <b>Evaluating processes and products</b> | <ul style="list-style-type: none"> <li>• Talk about what they have made</li> <li>• Say what they like about their product</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose;</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make;</li> <li>• Evaluate their products by asking questions about what they have made and how they have gone about it.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate against their design criteria;</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate their product against original design criteria e.g. how well it meets its intended purpose;</li> <li>• Disassemble and evaluate familiar products.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment;</li> <li>• Evaluate their products carrying out appropriate tests.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate a product design against the original design specification;</li> <li>• Evaluate it personally and seek evaluation from others.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests;</li> <li>• Record their evaluations using drawings with labels;</li> <li>• Evaluate against their original criteria and suggest ways that their product could be improved.</li> </ul> |