

Subject : Design and Technology

SKILLS THEME	Year 1 skills and/or concept	Year 2 skills and/or concept	Year 3 skills and/or concept	Year 4 skills and/or concept	Year 5 skills and/or concept	Year 6 skills and/or concept
Designing						
Understanding contexts, users and purposes	Say whether their products are for themselves or other users.	Say whether their products are for themselves or other users.	Indicate the design features of their products that will appeal to intended users.	Indicate the design features of their products that will appeal to intended users.	Investigate products/ images to collect ideas.	Use found information to inform decisions.
Generating, developing, modeling and communicating ideas	<p>Verbalise ideas.</p> <p>Explain what they are making and which materials they are using.</p> <p>Name the tools they are using.</p> <p>Describe what they need to do next.</p>	<p>Select appropriate technique explaining First.....Next.....Last....</p> <p>Discuss their work as it progresses.</p> <p>Describe their models and drawings of ideas and intentions.</p>	Think ahead about the order of their work and decide upon tools and materials.	Propose realistic suggestions as to how they can achieve their design ideas.	<p>(If useful) sketch and model alternative ideas.</p> <p>Develop one idea in depth.</p> <p>Plan the sequence of work using a "storyboard".</p> <p>Record ideas using annotated diagrams.</p> <p>Make prototypes.</p> <p>If appropriate, use a computer to model ideas.</p>	<p>Combine modelling and drawing to refine ideas.</p> <p>Make prototypes.</p> <p>Give a report using correct technical vocabulary.</p>
Making						
Planning	If appropriate, use drawings to record ideas as they are developed	<p>Use pictures and words to convey what they want to design and make.</p> <p>Add notes to drawings to help explanations.</p>	<p>Plan a sequence of actions to make a product.</p> <p>Record the plan by drawing (labelled sketches) or writing.</p>	<p>Develop more than one design or adaptation of an initial design</p> <p>Add notes to drawings to help explanations.</p>	Draw plans which can be read/ followed by someone else.	Choose the best method (models, kits and drawings) to help formulate design ideas.

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<p>Practical skills and techniques</p>	<p>Select materials from a limited range that will meet the design criteria.</p> <p>Select and name the tools needed to work the materials.</p> <p>Model ideas with kits, reclaimed materials.</p> <p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</p> <p>Join fabrics by using running stitch, glue, staples ,over sewing, tape</p> <p>Join appropriately for different materials and situations e.g. glue, tape.</p> <p>Mark out materials to be cut using a template.</p> <p>Fold, tear and cut paper and card.</p> <p>Roll paper to create tubes.</p> <p>Cut along lines, straight and curved.</p> <p>Use hole punch.</p> <p>Insert paper fasteners for card linkages.</p>	<p>Use kits/reclaimed materials to develop an idea.</p> <p>Decorate fabrics with buttons, beads, sequins, braids, ribbons.</p> <p>Cut out shapes which have been created by drawing round a template onto the fabric.</p> <p>Join fabrics by using running stitch, glue, over sewing, tape.</p> <p>Curl paper.</p> <p>Create hinges.</p> <p>Use simple pop ups.</p> <p>Investigate strengthening sheet materials.</p> <p>Investigate joinings temporary, fixed and moving.</p> <p>Cut strip wood/dowel using hacksaw and bench hook.</p> <p>Attach wheels to a chassis using an axle.</p>	<p>Join fabrics using running stitch, over sewing, back stitch.</p> <p>Explore fastenings and recreate some e.g. sew on buttons and make loops.</p> <p>Create a simple pattern.</p> <p>Cut slots.</p> <p>Use lolly sticks/card to make levers and linkages.</p> <p>Use and explore complex pop ups.</p> <p>Create nets.</p> <p>Incorporate a circuit with a bulb or buzzer into a model.</p> <p>Make structures more stable by giving them a wide base.</p> <p>Prototype frame and shell structures with close supervision.</p>	<p>Understand seam allowance.</p> <p>Use appropriate decoration techniques e.g. appliqué(glued or simple stitches).</p> <p>Understand the need for patterns.</p> <p>Create shell or frame structures, strengthen frames with diagonal struts.</p> <p>Measure and mark square selection, strip and dowel accordingly to 1cm.</p> <p>Use glue gun with close supervision.</p> <p>Cut internal shapes.</p> <p>Use linkages to make movement larger or more varied.</p>	<p>Create 3D products using pattern pieces and seam allowance.</p> <p>Decorate textiles appropriately often before joining components.</p> <p>Pin and tack fabric pieces together.</p> <p>Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</p> <p>Use bradawl to mark hole positions.</p> <p>Use hand drill to drill tight and loose fit holes.</p> <p>Cut strip wood, dowel, square section wood accurately to 1mm.</p> <p>Join materials using appropriate methods.</p> <p>Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms.</p> <p>Use glue gun with close supervision.</p> <p>Cut accurately and safely to a marked line.</p>	<p>Apply previously developed skills in self-initiated projects.</p> <p>Make quality products.</p> <p>Incorporate motor and a switch into a model.</p> <p>Use craft knife, cutting mat and safety ruler under close supervision .</p>
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	<p>Make vehicles with construction kits which contain free running wheels.</p> <p>Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</p>				<p>Join and combine materials with temporary, fixed or moving joinings.</p> <p>Choose an appropriate sheet material for the purpose.</p>	
Evaluating						
Own ideas and products	<p>Say what they like and do not like about items they have made and attempt to say why.</p> <p>Talk about changes made during the making process.</p>	<p>Talk about their designs as they develop and identify good and bad points.</p> <p>Discuss how closely their finished products meet their design criteria.</p>	<p>Identify the strengths and weaknesses of their design ideas.</p> <p>Decide which design idea to develop.</p> <p>Consider how the finished product could be improved and make adaptations.</p>	<p>Discuss how well the work in progress is heading towards meeting the design criteria and how well it meets the needs of the user.</p>	<p>Use the design criteria to inform their decisions about ways to proceed.</p> <p>Justify their decisions about materials and methods of construction.</p> <p>Reflect on their work using design criteria stating how well the design fits the needs of the user.</p>	<p>Identify what does and does not work in the product.</p> <p>Make suggestions as to how their design could be improved; adjust the product accordingly.</p>
Existing products	<p>Say what they like and do not like.</p>	<p>Say what they like and do not like and explain reasons.</p>	<p>Investigate similar products to the one to be made to give starting points for a design.</p>	<p>Investigate similar products to the one to be made to give starting points for a design.</p>	<p>Investigate how well products meet user needs and wants.</p>	<p>Consider:</p> <ul style="list-style-type: none"> • How well products meet user needs and wants. • How much products cost to make • How innovative products are • How sustainable the materials in products are • What impact products have beyond their intended purpose (e.g. aesthetic)

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Cooking and nutrition						
Where food comes from	That all food comes from plants or animals.	That all food comes from plants or animals. That food has to be farmed, grown elsewhere (e.g. home) or caught.	That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.	That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world	That seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking.	That seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking.
Food preparation, cooking and nutrition	Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Understand the need for a variety of foods in a diet.	Measure and weigh food items, non statutory measures e.g. spoons, cups.	Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Follow instructions Join and combine a range of ingredients e.g. snack foods. Work safely and hygienically. Measure and weigh ingredients appropriately.	Analyse the taste, texture, smell and appearance of a range of foods. Make healthy eating choices from and understanding of a balanced diet.	Prepare food products taking into account the properties of ingredients and sensory characteristics. Select and prepare foods for a particular purpose. Weigh and measure using scales. Cut and shape ingredients using appropriate tools and equipment e.g. grating. Join and combine food ingredients appropriately e.g. beating, rubbing in. Work safely and hygienically.	Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. Decorate appropriately. Show awareness of a healthy diet from an understanding of a balanced diet.