Design and Technology

YEAR 1		
Knowledge	**Skills**	**Attitude**
Evaluate Talk about their ideas Express likes and dislikes	**Design** • To tell someone what they are going to do • To use pictures and words to describe what they want to do • To draw pictures with labels to tell others about their designs • Can use the computer to plan their ideas using age appropriate software	• The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.
Technical Knowledge • I can talk about how moving objects work • I can talk about my work, telling others why I did it the way I did	**Make** • To begin to use scissors safely to cut paper and thin card • To use construction kits to try out ideas • To begin to shape, assemble and join and combine materials in a variety of ways • To begin simple levers and sliding mechanisms to create movement • To make a model and talk about how it is useful for someone	
	Cooking and Nutrition • Know different grips needed for cutting, stirring etc… • Learn the importance of hygiene when handling food- washing hands, hair tied back, wearing an apron	

YEAR 2

Knowledge	Skills	Attitude
Evaluate • I write about who my products are for and explain why they will be useful, giving clear examples • I discuss the improvements needed for my work	**Design** • To write about my work using diagrams and labels • To write about who my products are for and explain why they will be useful, giving clear examples • Beginning to understand how wheels and axles work	• The pupil demonstrates the ability to <u>communicate</u> with others. • The pupil demonstrates the ability to <u>work with other</u> children (<u>collaborate</u>). • The pupil shows <u>enthusiasm</u> and <u>commitment</u> to the topic.
Technical Knowledge • I describe the characteristics of the materials I have chosen I recount the design and make process with lively detail • Can recognise the necessity of following an order in a recipe • Beginning to learn about a healthy diet	**Make** • Can use PVA, sticky tape, masking tape etc…to join materials • Use scissors to cut straight lines, corners and curves • Can use reclaimed materials and construction materials • Can join 2D and 3D materials effectively in different ways • Can take digital photographs of my products and combine them with text to describe and evaluate my products. • Can put together a set of digital photographs of my work into a slideshow with captions • Beginning to use basic sewing techniques **Cooking and Nutrition** • Can use scales with help • Can measure liquids with help	

YEAR 3

Knowledge	Skills	Attitude
Evaluate • 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	**Design** • Create adverts for my products, focusing on quality, design and benefits • Can generate ideas and plans, considering users and purposes • Can use labelled sketches to communicate the details of their designing • Create animated slide shows to 'advertise' the benefits of my products or design ideas • Research products and designs by using the Internet	• The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.
Technical Knowledge • Clarify ideas when asked • Know about healthy diet • Follow an order in a recipe	**Make** • Beginning to understand winding and turning mechanisms • Use pencils and rulers to mark out • Beginning to measure, mark and cut out using cms • Use a vice to secure material for cutting • Beginning to produce and control movement • Knot tying skills **Cooking and Nutrition** • Can use scales confidently • Can measure liquids confidently • Use correct knife grips for cutting and spreading	

	• Beginning to hold food steady with a fork whilst chopping, slicing	

YEAR 4

Knowledge	Skills	Attitude
Evaluate • Communicate my ideas, and also alternative ideas which show that I am aware of the constraints on my ideas • I can summarise the views of intended users	**Design** • Use text, labelled diagrams and annotations to describe my ideas. • Research products and users by using the internet • Can generate ideas by gathering and using information • Can produce step by step plans	• The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.
Technical Knowledge • Present a persuasive text on the benefits of my product • Can use an ICT control program to make a mechanism work	**Make** • Create multimedia presentations to demonstrate my designs or products • Use spreadsheets to produce schedules of work • Can use an ICT control program to make a mechanism work • Beginning to assemble pneumatic systems • Can use a hand drill with supervision **Cooking and Nutrition** • Can use scales to measure more accurately • Can combine ingredients into a product	

YEAR 5		
Knowledge	**Skills**	**Attitude**
Evaluate • 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	**Design** • Can generate ideas by gathering and using information • Can produce step by step plans • Can use labelled sketches to communicate the details of their designs • Make detailed plans, using ICT to assist	• The pupil demonstrates the ability to <u>communicate</u> with others. • The pupil demonstrates the ability to <u>work with other</u> children (<u>collaborate</u>). • The pupil shows <u>enthusiasm</u> and <u>commitment</u> to the topic.
Technical Knowledge • Communicate a range of different designs, aware of the limits of some ideas • Can apply knowledge of electrical circuits and use switches to make e.g an alarm box/torch • Understand healthy eating	**Make** • Control devices using ICT with accuracy • Can use levers and sliding mechanisms to create movement • Can use a pencil and a ruler to mark for cutting • Use pins to secure fasteners • Beginning to use basic sewing techniques • Use tools independently • Tool talk bow, saw • Identifying wood for a purpose • Can use scales to measure more accurately • Can combine ingredients into a product **Cooking and Nutrition** • Can use scales to measure more accurately • Can combine ingredients into a product • Can follow a simple recipe	

YEAR 6		
Knowledge	**Skills**	**Attitude**
Evaluate • Use my understanding of the characteristics of familiar products when developing and communicating my ideas • 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.	**Design** • Can generate ideas by gathering and using information • Can produce step by step plans • Can use labelled sketches to communicate the details of their designs • Can take users views into account when designing • Make detailed plans, using ICT to assist •	• The pupil demonstrates the ability to <u>communicate</u> with others. • The pupil demonstrates the ability to <u>work with other</u> children (<u>collaborate</u>). • The pupil shows <u>enthusiasm</u> and <u>commitment</u> to the topic.
Technical Knowledge • Use the Internet to thoroughly research products and the environments in which they are used	**Make** • Use sand paper to smooth edges • Can saw under supervision • Can join wood together • Use a screwdriver to connect wires in a circuit • Find a fault in a simple circuit and correct it • Knot tying	
	Cooking and Nutrition • Can use scales to measure more accurately • Can combine ingredients into a product • Can follow a simple recipe • Know that portions of ingredients will affect the product	