





Design and Technology - Skills to be met

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Background	Understand what a	Understand what a	Identify who made	Identify who made	Identify who made	Identify who made
Research –	product is and who it	product is and who it	the product, when it	the product, when it	the product, when it	the product, when it
Lesson 1	is for.	is for.	was made and what its purpose is.	was made and what its purpose is.	was made and what its purpose is.	was made and what its purpose is.
<u>Exploring context</u> <u>and existing</u> <u>products</u>	Understand how a product works and how it is used. Identify where you might find this product.	Understand how a product works and how it is used. Identify where you might find this product.	Identify what the product has been made from. Evaluate the product on design and use	Identify what the product has been made from. Evaluate the product on design and use	Identify what the product has been made from and how environmentally friendly the materials are.	Identify what the product has been made from and how environmentally friendly the materials are.
		Identify the materials used to make the product.	Brain Builders: Research facts about famous inventors/ chefs / designers etc	Brain Builders: Research facts about famous inventors/ chefs / designers etc	Evaluate the product on design, appearance and use.	Evaluate the product on design, appearance and use.
		Express an opinion about the product	linked to product	linked to product	Identify the cost to make the product.	Identify the cost to make the product and whether it has
					Brain Builders:	any other purposes
					Research facts about	eg. Leading
					famous inventors/	innovation of the
					chefs / designers etc linked to product	time, trend setting.
						Brain Builders: Research facts about famous inventors/
						chefs / designers etc linked to product

Design Criteria -	Explain what product	Use own experiences	Brain Builders:	Brain Builders:	Brain Builders:	Brain Builders:
Lesson 2	they will be designing	and existing	Understand and	Understand and	Understand and	Understand and
	and making.	products to develop	gather information	gather information	gather information	gather information
Understanding		ideas.	about what a	about what a	about what a	about what a
<u>Understanding</u>	Explain who their		particular group or	particular group or	particular group or	particular group or
their intended	product will be used	Explain what product	people want from a	people want from a	people want from a	people want from a
<u>users and their</u>	by.	they will be designing	product.	product.	product, using	product, using
<u>own product</u>	,	and making.	•		questionnaires,	questionnaires,
	Describe what their		Describe the purpose	Describe the purpose	surveys etc.	surveys etc.
	product will be used	Explain who their	of their product and	of their product.	,	/
	for.	product will be used	how it will work		Describe the purpose	Describe the purpose
		by.	Identify design	Identify design	of their product.	of their product.
		<i>'</i>	features that will	features that will		
		Describe what their	appeal to intended	appeal to intended	Identify design	Identify design
		product will be used	users.	users.	features that will	features that will
		for and how it will			appeal to intended	appeal to intended
		work.	Explain how parts of	Explain how parts of	users.	users.
			their product works.	their product works.		
		Explain why their			Explain how parts of	Explain how parts of
		product is suitable	Generate realistic	Develop their own	their product will	their product will
		for the intended	ideas that meet	design criteria and	work.	work.
		User.	needs of user.	use for planning		
				ideas.	Develop their own	Create a design
					design criteria and	description for their
				Generate realistic	use for planning	product.
				ideas that meet	ideas.	
				needs of user		Highlight the impact
				and take into account	Generate innovative	of time, resources
				availability of	ideas that meet	and cost within their
				resources.	needs of user	design ideas.
					and take into account	
					availability of	Generate innovative
					resources.	ideas that meet
						needs of user.
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Planning -	Discuss what their	Discuss what their	Share and discuss	Share and discuss	Share and discuss	Share and discuss
Lesson 3	steps for making	steps for making	ideas with others.	ideas with others.	ideas with others.	ideas with others.
	could be.	could be.				
<u>Communicating</u>			Order the main	Order the main	Record a step by	Record a step by
ideas and creating	Represent ideas	Represent ideas	stages of making.	stages of making.	step plan for making	step plan for making
	through talking and	through talking,			Produce lists for the	Produce lists for the
prototypes for	drawing.	drawing and	Choose materials to	Choose materials to	tools, equipment and	tools, equipment and
product		computing - (where	use based on	use based on	materials they will be	materials they will be
		appropriate).	suitability of	suitability of	using.	using.
			their properties.	their properties.		
		Choose materials to			Choose materials to	Choose materials to
		use based on	Represent ideas in	Represent ideas in	use based on	use based on
		suitability of	diagrams, annotated	diagrams, annotated	suitability of	suitability of
		their properties.	sketches and	sketches and	their properties and	their properties and
			computer	computer	aesthetic qualities.	aesthetic qualities.
		Create	based programmes	based programmes		
		templates/pattern	(where appropriate).	(where appropriate).	Represent ideas in	Represent ideas in
		pieces and explore			diagrams, annotated	diagrams, annotated
		materials whilst	Create pattern	Create pattern	sketches and	sketches and
		developing ideas.	pieces and	pieces and	computer based	computer based
			prototypes.	prototypes.	programmes	programmes
					(where appropriate).	(where appropriate).
					Create pattern	Create pattern
					pieces and	pieces and
					Prototypes.	, Prototypes

Making -	<u>Across KS1:</u> Use	<u>Across KS1:</u> Use	<u>Across KS2</u> : Use	<u>Across KS2</u> : Use	<u>Across KS2</u> : Use	<u>Across KS2</u> : Use
Lesson 4-5	materials -	materials -	materials -	materials -	materials -	materials -
	construction materials	construction materials	construction materials	construction materials	construction materials	construction materials
Selecting the	and kits, textiles, food and mechanical	and kits, textiles, food and mechanical	and kits, textiles, food, mechanical and			
tools and	components	components	electrical components	electrical components	electrical components	electrical components
applying the						
practical skills	Choose suitable tools	Choose suitable tools	Choose suitable tools	Choose suitable tools	Choose suitable tools	Choose suitable tools
	for making.	for making whilst	for making whilst	for making whilst	for making whilst	for making whilst
and techniques	5	explaining why they	explaining why they	explaining why they	explaining why they	explaining why they
	Follow safety and	should be used.	should be used.	should be used.	should be used.	should be used.
	food hygiene					
	procedures.	Follow safety and	Use design criteria	Use design criteria	Use design criteria	Use design criteria
		food hygiene	whilst making.	whilst making.	whilst making.	whilst making.
	Measure, mark, cut	procedures.				
	and shape materials		Follow safety and	Follow safety and	Follow safety and	Follow safety and
	and components.	Measure, mark, cut	food hygiene	food hygiene	food hygiene	food hygiene
		and shape materials	procedures.	procedures.	procedures.	procedures.
	Join, assemble and	and components.				
	combine materials		Measure, mark, cut	Measure, mark, cut	Measure, mark, cut	Measure, mark, cut
	and components.	Join, assemble and	and shape materials	and shape materials	and shape materials	and shape materials
		combine materials	and components with	and components with	and components	and components
		and components.	some accuracy.	most accuracy.	accurately.	accurately.
		Use finishing	T	T	T 1	T 1
		techniques, including skills learnt in Art	Join, assemble and	Join, assemble and	Join, assemble and	Join, assemble and
		Skills learni in Art	combine materials	combine materials	combine materials	combine materials
			and components with	and components with	and components	and components
			some accuracy.	some accuracy.	accurately.	accurately.
			Use finishing	Use finishing	Demonstrate	Demonstrate
			techniques, including	techniques, including	problem solving skills	problem solving skills
			skills learnt in Art	skills learnt in Art	when encountering a	when encountering a
			with some accuracy.	with some accuracy.	mistake or practical	mistake or practical
			with some accuracy.	with some accuracy.	problem.	problem.
					problem.	problem.
					Use finishing	Use finishing
					techniques, including	techniques that
					skills learnt in Art	involve a number of
					accurately.	steps, including skills
						learnt in Art
						accurately.

Evaluation -	Talk about their	Talk about their	Use design criteria	Use design criteria	Use design criteria	Use design criteria
Lesson 6	design ideas and	design ideas and	to evaluate product -	to evaluate product -	to evaluate product -	to evaluate product -
	what they have	what they have	identifying both	identifying both	identifying both	looking at quality of
Referring to	made.	made.	strengths and areas	strengths and areas	strengths and areas	end product and
planning and initial			for development.	for development.	for development.	design and whether
ideas in evaluating	Make simple	Make simple				it is fit for its
-	judgements of how	judgements of how	Consider the views of	Consider the views of	Consider the views of	intended purpose.
<u>their product</u>	the product met	the product met	others, including	others, including	others, including	
	their design ideas.	their design ideas.	intended user, whilst	intended user, whilst	intended user, whilst	Consider the views o
			evaluating product.	evaluating product.	evaluating product.	others, including
		Suggest how their				intended user, whilst
		product could be				evaluating product.
Teaching	Dooin to understand	improved. Understand that all	Understand which	Understand which	Understand that	Know that food is
Teaching cooking	Begin to understand that all food comes	food comes from	foods are reared,	foods are reared,		grown (such as
and nutrition-	from plants or	plants or animals.	caught, or grown and	caught, or grown and	food is grown (such as tomatoes, wheat	tomatoes, wheat and
	animals.	Know that food has	that this happens in	that this happens in	and potatoes),	potatoes), reared
<u>Understanding</u>	Explore the	to be farmed, grown	the UK and across	the UK and across	reared (such as pigs,	(such as pigs,
<u>food and food</u>	understanding that	elsewhere (e.g. home)	the globe.	the globe.	chickens and cattle)	chickens and cattle)
<u>preparation</u>	food has to be	or caught.	ine gibbe.	me gibbe.	and caught (such as	and caught (such as
	farmed, grown	or caugin.	Begin to understand	Understand that	fish) in the UK,	fish) in the UK,
	elsewhere (e.g. home)		that recipes can be	recipes can be	Europe and the wider	Europe and the wide
	or caught.		changed by adding or	changed by adding or	world.	world.
			taking away	taking away		
			ingredients.	ingredients.	Begin to understand	Understand that
			5		that seasons may	seasons may affect
			Understand that the	Understand that the	affect the food	the food available.
			seasons can affect	seasons can affect	available.	
			food produce	food produce		Understand how food
					Understand how food	is processed into
					is processed into	ingredients that can
					ingredients that can	be eaten or used in
					be eaten or used in	cooking.
					cooking.	
						Understand that
					Begin to understand	recipes can be
					that recipes can be	adapted to change
					adapted to change	the appearance,
					the appearance,	taste and aroma of a
					taste and aroma of a	dish.
					dish.	

Teaching cooking	Start to understand	Understand how to	Begin to understand	Know how to use a	Know how to prepare	Know how to prepare
and nutrition-	how to name and sort	name and sort foods	how to use a range of	range of techniques	and cook a variety of	and cook a variety of
	foods into the five	into the five groups	techniques such as	such as peeling,	predominantly	predominantly
Food preparation,	groups in 'The Eat	in 'The Eat well	peeling, chopping,	chopping, slicing,	savoury dishes safely	savoury dishes safely
<u>cooking</u> and	well plate'.	plate'.	slicing, grating, mixing, spreading,	grating, mixing, spreading, kneading	and hygienically including, where	and hygienically including, where
<u>nutrition</u>	Begin to understand	Know that everyone	kneading and baking.	and baking.	appropriate, the use	appropriate, the use
	that everyone should	should eat at least		-	of a heat source.	of a heat source.
	eat at least five	five portions of fruit	Start to understand	Know that a healthy		
	portions of fruit and	and vegetables every	that a healthy diet is	diet is made up from	Know how to use	Confidently use a
	vegetables every day.	day.	made up from a	a variety and balance	most techniques such	range of techniques
			variety and balance	of different food	as peeling, chopping,	such as peeling,
	Know how to prepare	Demonstrate how to	of different food	and drink, as	slicing, grating,	chopping, slicing,
	simple dishes safely	prepare simple	and drink, as	depicted in 'The Eat	mixing,	grating, mixing,
	and hygienically,	dishes safely and	depicted in 'The Eat	well plate'.	spreading, kneading	spreading, kneading
	without using a heat source.	hygienically, without using a heat source.	well plate'.	Know that to be	and baking.	and baking.
	3001 CE.	using a near source.	Begin to know that to	active and healthy,	Begin to understand	Know different food
	Know how to use	Demonstrate how to	be active and	food and drink are	that different food	and drink contain
	techniques such as	use techniques such	healthy, food and	needed to provide	and drink contain	different substances
	cutting, peeling and	as cutting, peeling	drink are needed to	energy for the body.	different substances	- nutrients, water
	grating.	and grating.	provide energy for		- nutrients, water	and fibre - that
			the body.		and fibre - that	are needed for
					are needed for	health.
					health.	