**Design Technology: Developing, Planning & Communicating Ideas**

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|  Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| draw on their own experience to help generate ideas  | generate ideas by drawing on their own and other people's experiences  | generate ideas for an item, considering its purpose and the user/s   | generate ideas, considering the purposes for which they are designing    | generate ideas through brainstorming and identify a purpose for their product draw up a specification for their design | communicate ideas through detailed, labelled drawings |
| suggest ideas and explain what they are going to do   | develop their design ideas through discussion, observation, drawing and modelling | identify a purpose and establish criteria for a successful product  | make labelled drawings from different views showing specific features | 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   | develop a design specification |
| identify a purpose for what they intend to design and make   | identify a purpose for what they intend to design and make   | plan the order of their work before starting   | 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   | use results of investigations, information sources, including ICT when developing design ideas   | explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways |
| model their ideas in card and paper | identify simple design criteria   | explore, develop and communicate design proposals by modelling ideas make drawings with labels when designing   | evaluate products and identify criteria that can be used for their own designs |  | * plan the order of their work, choosing appropriate materials, tools and techniques
 |
| develop their design ideas applying findings from their earlier research   | make simple drawings and  label parts |  |  |  |  |

**Design Technology: Working With Tools, Equipment, Materials & Components**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|   begin to select tools and materials with support | begin to select tools and materials; use vocab to name and describe them   | select tools and techniques for making their product   | select appropriate tools and techniques for making their product   | select appropriate materials, tools and techniques   | select appropriate tools, materials, components and techniques   |
| with support, measure, mark out, cut and shape a range of materials   | measure, cut and score with some accuracy | measure, mark out, cut, score and assemble components with more accuracy | measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques   | measure and mark out accurately   | assemble components to make working models   |
| use tools e.g. scissors and a hole punch safely | use hand tools safely and appropriately | work safely and accurately with a range of simple tools | join and combine materials and components accurately in temporary and permanent ways   | use skills in using different tools and equipment safely and accurately   | use tools safely and accurately   |
| assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape   | assemble, join and combine materials in order to make a product   | think about their ideas as they make progress and be willing change things if this helps them improve their work   | sew using a range of different stitches, weave and knit   | weigh and measure accurately (time, dry ingredients, liquids)   | construct products using permanent joining techniques   |
| select and use appropriate fruit and vegetables, processes and tools   | cut, shape and join fabric to make a simple product | measure, tape or pin, cut and join fabric with some accuracy   | measure, tape or pin, cut and join fabric with some accuracy     | apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens | make modifications as they go along   |
| use basic food handling, hygienic practices and personal hygiene | use basic sewing techniques | demonstrate hygienic food preparation and storage | use simple graphical  communication techniques   | cut and join with accuracy to ensure a good-quality finish to the product   | pin, sew and stitch materials together create a product   |
| use simple finishing techniques to improve the appearance of their product | follow safe procedures for food safety and hygiene   | use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT   |  | sew using a range of different stitches, weave and knit   | achieve a quality product |
|  | select and use appropriate finishing techniques   |  |  |  |  |

**Design Technology: Evaluating Processes & Products**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| evaluate their product by discussing how well it works in relation to the purpose   | evaluate against their design criteria     | evaluate their product against original design criteria e.g. how well it meets its intended purpose   | evaluate their work both during and at the end of the assignment    | evaluate a product against the original design specification    | evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests   |
| evaluate their products as they are developed, identifying strengths and possible changes they might make   | evaluate their products as they are developed, identifying strengths and possible changes they might make | disassemble and evaluate familiar products   | evaluate their products carrying out appropriate tests | evaluate their product personally and seek evaluation from others | record their evaluations using drawings with labels |
| evaluate their product by asking questions about what they have made and how they have gone about it   | talk about their ideas, saying what they like and dislike about them |  |  |  | evaluate against their original criteria and suggest ways that their product could be improved   |