



## St. Teresa's R.C. Primary School

## Design Technology

It is our intent that through our DT curriculum, children learn how to take risks, becoming resourceful, innovative and enterprising designers and makers of products that solve real and relevant problems within a variety of contexts. They will develop a critical understanding of the impact of Design Technology on daily life and its contribution to the creativity, culture, wealth and well-being of our nation and the wider world.

	Y1	Y2	Y3	Y4	Y5	Y6
DESIGNING						
	Begin to use simple design criteria to develop ideas.	To use a design criteria to develop ideas.	With growing confidence, generate ideas for a design, considering its purpose and the user/s.	Gather information about the needs and wants of particular individuals and groups to inform a design.	Use research to develop a design criteria to inform the design of a product.	Use research and develop a design criteria to inform the design of innovative, functional, appealing products.
	To design functional products for themselves and other users.	To design purposeful, functional, appealing products for themselves and other users.	To design purposeful, functional, appealing products for themselves and other users.	Design a product that is fit for purpose that draws upon information gathered.	Design a product that is fit for purpose, aimed at particular individuals or groups based on research.	Design an innovative product that is fit for purpose, aimed at particular individuals or groups.
	Develop and communicate ideas through drawing and talking.	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterned pieces and computer-aided design.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

MAKING						
	Select from and use a range of simple tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], with developing accuracy.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], with accuracy.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately and precisely.
	Select from and use a range of materials and components, including construction materials, textiles and ingredients.	Select from and use a growing range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and a consideration of aesthetic qualities.	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
EVALUATING						
	Explore and evaluate different products.	Explore and evaluate a range of existing products.	Investigate a range of existing products.	Investigate and analyse existing products.	Investigate and analyse different existing products.	Investigate and analyse a range of existing products.
	Discuss their likes and dislikes about their product.	Evaluate their ideas and products against design criteria.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and

			technology have helped shape the world.	technology have helped shape the world.	technology have helped shape the world.	technology have helped shape the world.
TECHNICAL KNOWLEDGE						
	Begin to build structures while considering their strength and stability.	Build structures, exploring how they can be made stronger, stiffer and more stable.	Understand how to strengthen, stiffen and reinforce more complex structures.	Use a secure understanding of how to strengthen, stiffen and reinforce more complex structures in their product.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
	Have an awareness of mechanisms within their products EG. Sliders and levers.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use mechanical systems in their products [for example linkages].	Understand and use different mechanical systems in their products [for example, pulleys, levers and linkages].	Understand and use a range of mechanical systems in their products [for example, gears, pulleys, levers and linkages].	Understand and use a wide variety of mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
					Begin to understand how electrical systems are used in their products [for example, series circuits incorporating switches, bulbs and motors].	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
					Understand how to use computing to program and control their products.	Apply their understanding of computing to program, monitor and control their products.
COOKING AND NUTRITION						
	Use some of the basic principles of a healthy and varied diet to	Use the basic principles of a healthy and varied diet to prepare dishes.	Begin to understand the principles of a healthy and varied diet to inform ideas.	Understand the principles of a healthy and varied diet which inform ideas.	Understand and apply a growing range of principles of a healthy and varied diet.	Understand and apply the principles of a healthy and varied diet.

	<p>prepare dishes with support. Begin to understand where food comes from.</p>	<p>Understand where food comes from.</p>	<p>Begin to use cooking techniques to prepare and cook seasonal dishes.</p> <p>Know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare and cook dishes using cooking techniques.</p> <p>Recognise seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare and cook savoury dishes using a different cooking techniques.</p> <p>Begin to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand and apply seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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