Key Skills for Assessment – Saint Clare's Catholic Primary School **Subject – Design and Technology**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	**Evaluation of Existing Products** ▪ Explore existing products and investigate how they have been made. ▪ Decide how existing products do/do not achieve their purpose.	**Evaluation of Existing Products** ▪ Explore existing products and investigate how they have been made. ▪ Decide how existing products do/do not achieve their purpose.	**Evaluation of Existing Products** ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Research needs of user. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. ▪ Investigate key events and individuals in design and technology.	**Evaluation of Existing Products** ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Research needs of user. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. ▪ Investigate key events and individuals in Design and Technology.	**Evaluation of Existing Products** ▪ Research and evaluate existing products – ▪ Consider user and purpose. ▪ Understand how key people have influenced design. ▪ Identify the strengths and weaknesses of their design ideas.	**Evaluation of Existing Products** ▪ Research and evaluate existing products – ▪ Consider user and purpose. ▪ Understand how key people have influenced design. ▪ Identify the strengths and weaknesses of their design ideas.
	Design ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Use kits/reclaimed materials to develop more than one idea. ▪ Explore ideas by rearranging materials. ▪ Select pictures to help develop ideas. ▪ Select appropriate technique explaining First… Next… Last…. ▪ Talk about their design as they develop and identify good and bad points. ▪ Use drawings to record ideas as they are developed. ▪ Note changes made during the making ▪ Add notes to drawings to help explanations. ▪ Describe their models and drawings of ideas and intentions.	**Design** ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Use kits/reclaimed materials to develop more than one idea: model ideas with kits, reclaimed materials. ▪ Explore ideas by rearranging materials. ▪ Select pictures to help develop ideas. ▪ Select appropriate technique explaining: First… Next… Last… ▪ Talk about their design as they develop and identify good and bad points. ▪ Use drawings to record ideas as they are developed. ▪ Note changes made during the making ▪ Add notes to drawings to help explanations. ▪ Describe their models and drawings of ideas and intentions.	**Design** ▪ Develop more than one design or adaptation of an initial design. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Begin to use cross-sectional and exploded diagrams. ▪ Use prototypes to develop and share ideas. ▪ 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. ▪ Consider aesthetic qualities of materials chosen. ▪ Use CAD where appropriate.	**Design** ▪ Develop more than one design or adaptation of an initial design – research needs of user. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Begin to use cross-sectional and exploded diagrams. ▪ Use prototypes to develop and share ideas – identify the strengths/weaknesses of their ▪ design ideas in relation to purpose/user. ▪ 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. ▪ Consider aesthetic qualities of materials chosen. ▪ Use CAD where appropriate.	**Design** List tools needed before starting the activity. ▪ Plan the sequence of work e.g. using a storyboard. ▪ Record ideas using annotated diagrams. ▪ Use exploded diagrams and cross-sectional diagrams to communicate ideas. ▪ Sketch and model alternative ideas. ▪ Use models, kits and drawings to help formulate design ideas. ▪ Devise step by step plans which can be read / followed by someone else. ▪ Decide which design idea to develop ▪ Combine modelling and drawing to refine ideas.	**Design** ▪ List tools needed before starting the activity. ▪ Plan the sequence of work e.g. using a storyboard. ▪ Record ideas using annotated diagrams. ▪ Use exploded diagrams and cross-sectional diagrams to communicate ideas. ▪ Sketch and model alternative ideas. ▪ Use drawings to help formulate ideas. ▪ Use models and kits to help formulate design ideas. ▪ Devise step by step plans which can be read/followed by someone else *(such as a recipe).* ▪ Decide which design ideas to develop. ▪ Combine modelling and drawing to refine ideas.

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	Make ▪ Explain what they are making. ▪ Select materials from a limited range that will meet the design criteria. ▪ Explain which materials they are using and why. ▪ Select and name the tools needed to work the materials. ▪ Name the tools they are using. ▪ Discuss their work as it progresses. ▪ Describe what they need to do next.	**Make** ▪ Explain what they are making. ▪ Select materials from a limited range that will meet the design criteria. ▪ Explain which materials they are using and why. ▪ Select and name the tools needed to work the materials. ▪ Name the tools they are using. ▪ Discuss their work as it progresses. ▪ Describe what they need to do next.	**Make** ▪ Select from materials according to their functional properties. ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Prepare pattern pieces as templates for their design. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. ▪ Cut slots. ▪ Cut internal shapes.	**Make** ▪ Select from materials according to their functional properties. ▪ Select from a range of tools for cutting, shaping, joining and finishing. ▪ Prepare pattern pieces as templates for their design. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques.	**Make** ▪ Make prototypes. ▪ Develop one idea in depth. ▪ Use researched information to inform decisions. ▪ Produce detailed lists of components / materials and tools. ▪ Use a computer to model ideas. ▪ Select from and use a wide range of tools. ▪ Select from and use a wide range of materials. ▪ Cut accurately and safely to a marked line. ▪ Use appropriate finishing techniques for the project. ▪ Refine their product – review and rework/improve.	**Make** ▪ Make prototypes. ▪ Develop one idea in depth. ▪ Use researched information to inform decisions. ▪ Produce detailed lists of components/materials and tools ▪ Use a computer to model ideas. ▪ Select from and use a wide range of tools ▪ Cut accurately and safely to a marked line. ▪ Use appropriate finishing techniques for the project ▪ Refine their product – review and rework/improve.
	Evaluation ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. ▪	**Evaluation** ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. ▪ Note changes made during the making process as annotation to plans/drawings.	**Evaluation** ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user.	**Evaluation** ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user.	**Evaluation** ▪ Consider user and purpose. ▪ Identify the strengths and weaknesses of their design ideas. ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. ▪ Test on the user!	**Evaluation** ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. ▪ Test on the user. - Understand how key people have influenced design.

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This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.	**Food** ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ 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-standard measures e.g. spoons, cups. **This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.**	**Food** ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ 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-standard measures e.g. spoons, cups. **This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.**	**Food** ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the *Eatwell plate.* ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Develop understanding of how meat/fish are reared/caught. ▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography. **This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.**	**Food** ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the *Eatwell plate.* ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Develop understanding of how meat/fish are reared/caught. **This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.**	**Food** ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed. ▪ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. **This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.**	**Food** ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user. - Understand how key people have influenced design. **This Element of DT does not require children to design and evaluate their own recipes. The children need to understand the importance of a healthy diet and to develop the skills needed to prepare fresh food.**
	Mechanisms ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut. ▪ Fold and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card ▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane.	**Mechanisms** ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Try out different axle fixings and their strengths and weaknesses. ▪ Make vehicles with construction kits which contain free running wheels. ▪ Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. ▪ Cut dowel using hacksaw and bench hook. ▪ Attach wheels to a chassis using an axle.	**Mechanisms** ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such as levers and linkages. ▪ Use lolly sticks/card to make levers and linkages. ▪ Use linkages to make movement larger or more varied.	**Mechanisms and electrical Systems** ▪ Use electrical systems such as switches, bulbs and buzzers. ▪ Develop vocabulary related to the project. ▪ Use ICT to control products.	**Mechanical Systems** ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears.	**Mechanisms** ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Use electrical systems such as motors. ▪ Program, monitor and control using ICT.

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		Structures ▪ Explore how to make structures stronger. ▪ Investigate different techniques for stiffening a variety of materials. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. Use a glue gun with close supervision.		**Structures** Not covered in Y2		**Structures** ▪ Develop vocabulary related to the project. ▪ Create shell or frame structures. ▪ Strengthen frames with diagonal struts. ▪ Make structures more stable by giving them a wide base. Measure and mark square section, strip and dowel accurately to 1cm.		**Structures** Not covered in Y4		**Structures** ▪ Use the correct terminology for tools materials and processes. ▪ Use bradawl to mark hole positions. ▪ Use hand drill to drill tight and loose fit holes. ▪ Cut strip wood, dowel, square section wood accurately to 1mm. ▪ Join materials using appropriate methods. ▪ Build frameworks to support mechanisms. Stiffen and reinforce complex structures.		
		Textiles Not covered in Year 1		**Textiles** ▪ Cut out shapes which have been created by drawing round a template onto the fabric. ▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. ▪ Use a glue gun with close supervision.		**Textiles** Not covered in Year 3		**Textiles** ▪ Develop vocabulary for tools, materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques.		**Textiles** ▪ Use the correct vocabulary appropriate to the project. ▪ Create 3D products using patterns pieces and seam allowance. ▪ Understand pattern layout. ▪ Decorate textiles appropriately (often before joining components). ▪ Pin and tack fabric pieces together. ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ▪ Combine fabrics to create more useful properties. ▪ Make quality products.		**Textiles** Not covered in Year 6	
Working Towards	**Greater Depth**	**Working Towards**	**Greater Depth**	**Working Towards**	**Greater Depth**	**Working Towards**	**Greater Depth**	**Working Towards**	**Greater Depth**	**Working Towards**	**Greater Depth**	**Working Towards**	**Greater Depth**

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