



Loving God in all we do

St Anne's Catholic Primary School

Design Technology Curriculum Document

<p>Aims</p>	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook 				
	<p>Design</p>	<p>Make</p>	<p>Evaluate</p>	<p>Technical Knowledge</p>	<p>Cooking and Nutrition</p>
<p>Year 1</p>	<p>Use pictures and words to convey what they want to design / make.</p> <p>Explore ideas by rearranging materials.</p> <p>Select pictures to help develop ideas.</p> <p>Use mock-ups e.g. recycled material trial models to try out their ideas.</p>	<p>Select materials from a limited range.</p> <p>Explain what they are making.</p> <p>Name the tools they are using.</p>	<p>Explore existing products and investigate how they have been made (including teacher-made examples).</p> <p>Talk about their design as they develop and identify good and bad points.</p> <p>Say what they like and do not like about items they have made and attempt to say why.</p>	<p>Start to use technical vocabulary.</p> <p>Cut out shapes which have been created by drawing round a template.</p> <p>Join materials in a variety of ways.</p> <p>Decorate using a variety of techniques.</p>	<p>Group familiar food products e.g. fruit and vegetables.</p> <p>Cut and chop a range of ingredients.</p> <p>Work safely and hygienically.</p> <p>Know about the need for a variety of foods in a diet.</p>
<p>Year 2</p>	<p>Propose more than one idea for their product.</p> <p>Use ICT to communicate ideas.</p>	<p>Discuss their work as it progresses.</p>	<p>Decide how existing products do / do not achieve their purpose.</p>	<p>Know some ways of making structures stronger.</p>	<p>Cut, peel, grate, chop a range of ingredients.</p> <p>Work safely and hygienically.</p>

	<p>Use drawings to record ideas as they are developed.</p> <p>Add notes to drawings to help explanations.</p>	<p>Select and name the tools needed to work the materials.</p> <p>Explain which materials they are using and why.</p>	<p>Discuss how closely their finished product meets their own design criteria.</p>	<p>Show how to stiffen some materials.</p> <p>Know how to make a simple structure more stable.</p> <p>Attach wheels to a chassis using an axle.</p> <p>Know some different ways of making things move in a 2-D plane.</p>	<p>Know about the <i>Eatwell Plate</i>.</p> <p>Understand where food comes from.</p>
Year 3	<p>Develop more than one design or adaptation of an initial design.</p> <p>Plan a sequence of actions to make a product.</p> <p>Think ahead about the order of their work and decide upon tools and materials.</p> <p>Propose realistic suggestions as to how they can achieve their design ideas.</p>	<p>Select from a range of tools for cutting, shaping, joining and finishing.</p> <p>Use tools with accuracy.</p> <p>Select from materials according to their functional properties.</p> <p>Use appropriate finishing techniques.</p>	<p>Investigate similar products to the one to be made to give starting points for a design.</p> <p>Research needs of user.</p> <p>Decide which design idea to develop.</p> <p>Consider and explain how the finished product could be improved.</p> <p>Discuss how well the finished product meets the user's design criteria.</p> <p>Investigate key events and individuals in design and technology.</p>	<p>Use an increasingly appropriate technical vocabulary for tools materials and their properties.</p> <p>Understand seam allowance.</p> <p>Prototype a product.</p> <p>Sew on buttons and make loops.</p> <p>Strengthen frames with diagonal struts.</p> <p>Measure and mark square section, strip and dowel accurately to 1cm.</p>	<p>Follow instructions / recipes.</p> <p>Join and combine a range of ingredients.</p> <p>Begin to understand the food groups on the <i>Eatwell Plate</i>.</p>
Year 4	<p>Record the plan by drawing using annotated sketches.</p> <p>Use prototypes to develop and share ideas.</p> <p>Consider aesthetic qualities of materials chosen.</p>	<p>Prepare pattern pieces as templates for their design.</p> <p>Select from techniques for different parts of the process.</p>	<p>Draw / sketch existing products in order to analyse and understand how products are made.</p> <p>Identify the strengths and weaknesses of their design ideas in relation to purpose / user.</p>	<p>Incorporate a circuit into a model.</p> <p>Use electrical systems such as switches bulbs and buzzers.</p> <p>Use ICT to control products.</p>	<p>Make healthy eating choices - use the <i>Eatwell plate</i>.</p> <p>Understand seasonality. Know where and how ingredients are reared and caught.</p>

	Use CAD where appropriate.		Consider and explain how the finished product could be improved. Investigate key events and individuals in design and technology.	Use linkages to make movement larger or more varied.	Prepare and cook using different cooking techniques.
Year 5	Record ideas using annotated diagrams. Use models, kits and drawings to help formulate design ideas. Sketch and model alternative ideas. Decide which design idea to develop.	Develop one idea in depth. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials.	Research and evaluate existing products. Consider user and purpose. Consider and explain how the finished product could be improved related to design criteria. Investigate key events and individuals in design and technology.	Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3-D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm.	Join and combine a widening range of ingredients. Select and prepare foods for a particular purpose. Know where and how ingredients are grown and processed.
Year 6	Plan the sequence of work. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas.	Make prototypes. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Refine their product - review and rework / improve.	Identify the strengths and weaknesses of their design ideas. Report using correct technical vocabulary. Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user. Understand how key people have influenced design in a variety of contexts. Investigate key events and individuals in design and technology.	Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Program, monitor and control using ICT.	Understand and apply the principles of a healthy and varied diet. Choose ingredients to support healthy eating choices when designing their food products. Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.

