



Vision

Design and Technology is an inspiring and practical subject. We would like our pupils to use creativity and imagination to design and make products that solve problems, within a variety of contexts, considering their own and others' needs and wants.





DT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Textiles: Design and make bookmarks.			Cooking & Nutrition: Fruit salad, learning how to cut simple fruit and how to handle food correctly. Know healthy and unhealthy foods	Structure: Junk modelling transport to move an object e.g. rockets, cars, trains, boats	
Year 1	Structure: Design and make Clifton suspension bridge	Textiles Create a stocking using simple sewing techniques			Cooking & Nutrition: Design and make a healthy dip. <i>Real life designer study - Nadiya Hussein- chef/ baker.</i>	
Year 2 & 3	Structure Design and make a bug hotel (linked to Y2 science)	Cooking & Nutrition: Christmas cookies using spices and fruit			Textiles Design a flag to create a badge patch Measure and cut to size what is needed.	
Year 3 & 4	Mechanical Systems and Electronics Create a lantern with a circuit inside which lights up	Cooking & Nutrition: Christmas cookies using spices and fruit			Textiles Design a flag to create a badge patch Measure and cut to size what is needed.	
Year 5		Textiles: Design and make an advent calendar			Cooking & Nutrition: Make guacamole to serve with tortillas.	Mechanisms Design and make a fidget spinner for 9-10 year olds
Year 6	Textiles: Design and make phone case			Structures Design and make a functional wooden chair for a dolls house. Using saws, glue guns etc...		School Play



	EYFS	Year 1	Year 2	End of KS1 Expectations	Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Design	<p>I can select appropriate resources for my work.</p> <p>I can use communication and arrangements (like drawings or models) to show my design.</p> <p>I can use ideas shared by the teacher and discussed with others to help design.</p> <p>I can use design-related language such as join, make, build, longer, shorter, and shape.</p>	<p>I can have my own ideas for a product.</p> <p>I can explain what my product is for and how it will work.</p> <p>I can use pictures and words to plan my design.</p> <p>I can design a product for myself using the criteria given.</p> <p>I can research similar products to help with my design.</p>	<p>I can have my own ideas and plan what to do next.</p> <p>I can explain what I want to do and describe how I might do it.</p> <p>I can explain the purpose of a product and how it works.</p>	<p>I can design purposeful products to be used by myself and others, based on a design criteria.</p> <p>I can generate, model, and communicate my ideas by talking, drawing, and, when appropriate, using ICT.</p>	<p>I can begin to research to support my designs.</p> <p>I can show how my design meets a range of requirements.</p> <p>I can describe the purpose of my product.</p> <p>I can follow a given design criteria.</p> <p>I can have an idea of how to create the product.</p> <p>I can create a plan that shows the equipment, tools, and order of steps.</p> <p>I can describe my design using sketches and labels.</p> <p>I can make decisions about my design and process.</p> <p>I can explain how my product will work.</p> <p>I can make a prototype of my product.</p>	<p>I can use research to help generate design ideas.</p> <p>I can show that my design meets a range of requirements and is fit for purpose.</p> <p>I can begin to create a design criteria.</p> <p>I can have at least one idea for how to create a product and make changes if needed.</p> <p>I can produce a plan and explain it to others.</p> <p>I can say how realistic my plan is.</p> <p>I can include annotated sketches in my design.</p> <p>I can make and explain my design, considering the resources I have.</p> <p>I can explain how my product will work.</p> <p>I can make a prototype of my product.</p> <p>I can begin to use computers to show my design.</p>	<p>I can use the internet and questionnaires to research and gather design ideas.</p> <p>I can show that my design meets a range of requirements and is fit for purpose.</p> <p>I can begin to consider the needs and wants of individuals when designing.</p> <p>I can create my own design criteria.</p> <p>I can have a range of ideas for my design.</p> <p>I can create a logical and realistic plan and explain it to others.</p> <p>I can use sketches and plans to show my ideas.</p> <p>I can make design decisions confidently.</p> <p>I can clearly explain how parts of my product will work.</p> <p>I can model and refine my design by making prototypes.</p>	<p>I can use market research to inform my design.</p> <p>I can research users' individual needs, wants, and requirements.</p> <p>I can identify features of my design that will appeal to the intended user.</p> <p>I can create my own criteria and specifications for the design.</p> <p>I can follow and refine a logical plan.</p> <p>I can use annotated sketches and diagrams to show my design.</p> <p>I can clearly explain how parts of my design work.</p>	<p>I can use research and develop design criteria to create innovative, functional, and appealing products that are fit for purpose and aimed at specific individuals or groups.</p> <p>I can generate, develop, model, and communicate my ideas through discussion, annotated sketches, diagrams, prototypes, pattern pieces, and computer-aided design (CAD).</p>



	EYFS	Year 1	Year 2	End of KSI Expectations	Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<b>Make</b>	<p>I can construct with a purpose using a variety of resources and materials.</p> <p>I can use simple tools and techniques.</p> <p>I can build and construct with a wide range of objects.</p> <p>I can select tools and techniques to join, shape, and assemble materials.</p> <p>I can replicate structures using different materials.</p> <p>I can discuss how to make an activity safe, like in cooking and nutrition.</p> <p>I can record my experiences by drawing, writing, speaking, or with help from a scribe.</p> <p>I can understand that different media can be combined for a purpose.</p>	<p>I can explain what I'm making and why.</p> <p>I can think about what I need to do next to create the final product.</p> <p>I can select tools and equipment to cut, join, and shape materials.</p> <p>I can measure, mark out, cut, and shape materials with support.</p> <p>I can choose suitable materials and explain why I chose them.</p> <p>I can work in a safe and hygienic way, especially during cooking and nutrition activities.</p>	<p>I can explain what I am making and why it fits the purpose.</p> <p>I can make suggestions about what I need to do next to reach the final project.</p> <p>I can join materials/components together in different ways.</p> <p>I can measure, mark out, cut and shape materials and components with support.</p> <p>I can describe which tools I'm using and why.</p> <p>I can choose suitable materials and explain choices depending on their characteristics.</p> <p>I can use finishing techniques to make the product look good.</p> <p>I can work in a safe and hygienic manner (food textiles for hygiene).</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>I can select suitable tools and equipment, explain choices, and begin to use them accurately.</p> <p>I can select appropriate materials, fit for the purpose.</p> <p>I can work through the plan in order.</p> <p>I can consider how good the product will be.</p> <p>I can begin to measure, mark out, cut and shape materials/components with some accuracy.</p> <p>I can begin to assemble, join and combine materials and components with some accuracy.</p> <p>I can begin to apply a range of finishing techniques with some accuracy.</p>	<p>I can select suitable tools and equipment, explain choices in relation to required techniques and use them accurately.</p> <p>I can select appropriate materials, fit for purpose; and explain choices.</p> <p>I can work through the plan in order.</p> <p>I can realise/predict if the product is going to be of good quality.</p> <p>I can measure, mark out, cut and shape materials/components with some accuracy.</p> <p>I can assemble, join and combine materials and components with some accuracy.</p> <p>I can apply a range of finishing techniques with some accuracy.</p>	<p>I can use selected tools and equipment with a good level of precision.</p> <p>I can produce suitable lists of tools, equipment and materials needed.</p> <p>I can select appropriate materials, fit for purpose; explain choices, considering functionality.</p> <p>I can create and follow a detailed step-by-step plan.</p> <p>I can explain how the product will appeal to an audience.</p> <p>I can accurately measure, mark out, cut and shape materials/components.</p> <p>I can accurately assemble, join and combine materials/components.</p> <p>I can accurately apply a range of finishing techniques.</p>	<p>I can use selected tools and equipment precisely.</p> <p>I can produce suitable lists of tools, equipment, and materials needed, considering constraints.</p> <p>I can select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics.</p> <p>I can create, follow, and adapt detailed step-by-step plans.</p> <p>I can explain how the product will appeal to the audience; and make changes to improve quality.</p> <p>I can accurately measure, mark out, cut and shape materials/components.</p> <p>I can accurately assemble, join and combine materials/components.</p> <p>I can accurately apply a range of finishing techniques.</p>	<p>I can select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining, and finishing), accurately.</p> <p>I can 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.</p>



	EYFS	Year 1	Year 2	End of KSI Expectations	Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Evaluate	<p>I can adapt my work if necessary. I can dismantle, examine, and talk about existing objects or structures.</p> <p>I can consider and manage some risks. I can practise appropriate safety measures independently or with a little support.</p> <p>I can talk about how things work. I can look at similarities and differences between existing objects, materials, and tools.</p> <p>I can show interest in technological toys. I can describe textures.</p>	<p>I can describe what went well and think about the design criteria.</p> <p>I can give my personal opinion about existing products considering their use, materials, how they work, and the audience.</p> <p>I can evaluate how good existing products are. I can say what I would do differently if I did the project again and explain why.</p>	<p>I can describe what went well and think about the design criteria.</p> <p>I can give my personal opinion about existing products considering their use, materials, how they work, and the audience.</p> <p>I can evaluate how good existing products are.</p> <p>I can say what I would do differently if I did the project again and explain why.</p>	<p>I can explore and evaluate a range of existing products.</p> <p>I can evaluate my ideas and products against design criteria using self-review and feedback.</p> <p>EYFS - I can verbally feedback</p> <p>Y1 - I can verbally feedback and say what I could do better.</p> <p>Y2 - I can write sentences about what went well and what could be better.</p>	<p>I can look at design criteria while designing and making.</p> <p>I can use design criteria to evaluate products.</p> <p>I can explain how I could improve my original design.</p> <p>I can evaluate existing products considering how well they are made, the materials, whether they work, and if they are fit for purpose.</p> <p>I can discuss who made products, when, and where.</p> <p>I can research whether products can be recycled or reused.</p>	<p>I can refer to the quality of design while designing and making.</p> <p>I can evaluate ideas and finished products against specifications, considering their purpose and appearance.</p> <p>I can test and evaluate the final product.</p> <p>I can discuss how well existing products have been made, the materials used, whether they work, and if they are fit for purpose.</p> <p>I can begin to evaluate how much products cost to make and how innovative they are.</p>	<p>I can evaluate the quality of design while designing and making, ensuring it is fit for purpose.</p> <p>I can keep checking that my design is the best it can be.</p> <p>I can evaluate ideas and finished products against the specification and say if they are fit for purpose.</p> <p>I can test and evaluate the final product and explain what could be improved and how different resources may have affected it.</p> <p>I can do thorough evaluations of existing products considering how well they have been made, materials, and whether they work.</p>	<p>I can investigate and analyse a range of existing products.</p> <p>I can evaluate my ideas and products against my own design criteria.</p> <p>I can consider the views of others to improve my work.</p> <p>I can use evaluation methods such as "What Went Well" (WWW) and "Even Better If" (EBI) sentences and creative critique templates.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world.</p>	<p>I can investigate and analyse a range of existing products.</p> <p>I can evaluate my ideas and products against my own design criteria.</p> <p>I can consider feedback and the views of others to improve my work.</p> <p>I can suggest improvements based on what went well and what could be better (using WWW and EBI sentences).</p> <p>I can complete a creative critique to evaluate products.</p> <p>I can understand how key events and individuals in design and technology have influenced the world.</p>