Design Technology at Georgian Gardens Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating Idea	• *Follow verbal instructions.* • *Explain what they are making and which materials they are using.* • *Select and name the tools they are using.* • *Describe what they need to do next. Select appropriate technique explaining First……Next……Last…* • *Select materials from a limited range that will meet the design criteria.* • *Use pictures and words to convey what they want to design and make and to record ideas as they are developed.* • *Describe their models and drawings of ideas and intentions.* • *Use kits/reclaimed materials to develop an idea.* • *Discuss their work as it progresses.* • *Add notes to drawings to help explanations.*		• *Investigate similar products to the one to be made to give starting points for a design: Market research.* • *Draw/sketch products to help analyse and understand how products are made* • *Think ahead about the order of their work and decide upon tools and materials.* • *Plan a sequence of actions to make a product.* • *Record the plan by drawing (labelled sketches) or writing.* • *Develop more than one design or adaptation of an initial design.* • *Propose realistic suggestions as to how they can achieve their design ideas.* • *Add notes to drawings to help explanations.* • *Select from a wider range of tools and use accurately.*		• *Investigate products/images to collect ideas: Market research and current product evaluations.* • *Sketch and model alternative ideas.* • *Develop one idea in depth.* • *Combine modelling and drawing to refine ideas.* • *Plan the sequence of work using a storyboard.* • *Record ideas using annotated diagrams.* • *Use models, kits and drawings to help formulate design ideas.* • *Make prototypes.* • *Use found information to inform decisions.* • *Use a computer to model ideas.* • *Draw plans which can be read/followed by someone else.* • *Draw cross-sectional and exploded diagrams to communicate their ideas.* • *Give a report using correct technical vocabulary.* • *Select from a wider range of tools and use accurately.*	

Food	• *Develop a food vocabulary using taste ,smell, texture and feel.* • *Group familiar food products e.g. fruit and vegetables.* • *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-statutory measures e.g. spoons, cups.* • *Understand where food comes from.*	• *Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.* • *Analyse the taste, texture, smell and appearance of a range of foods.* • *Follow instructions.* • *Make healthy eating choices from an understanding of a balanced diet.* • *Join and combine a range of predominantly savoury ingredients* • *Work safely and hygienically.* • *Measure and weigh ingredients appropriately.*	• *Prepare food products taking into account the properties of ingredients and sensory characteristics.* • *Select and prepare foods for a particular purpose.* • *Weigh and measure using scales.* • *Cut and shape ingredients using appropriate tools and equipment e.g. grating.* • *Join and combine food ingredients appropriately using a range of cooking techniques.* • *Work safely and hygienically.* • *Show awareness of a healthy diet from an understanding of a balanced diet.* • *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*
Textiles	• *Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.* • *Cut out shapes which have been created by drawing round a template onto the fabric.* • *Join fabrics by using running stitch, glue, staples ,over sewing, tape.* • *Decorate fabrics with buttons, beads, sequins, braids, ribbons.*	• *Understand seam allowance.* • *Join fabrics using running stitch, over sewing, back stitch.* • *Explore fastenings and recreate some e.g. sew on buttons and make loops.* • *Prototype a product using J cloths.* • *Use appropriate decoration techniques e.g. appliqué(glued or simple stitches).* • *Create a simple pattern.* • *Understand the need for patterns.*	• *Create 3D products using pattern 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 (close supervision).* • *Combine fabrics to create more useful properties.* • *Make quality products.*

Construction	• *Make vehicles with construction kits which contain free running wheels.* • *Use a range of materials to create models with wheels/axles e.g. tubes, dowel, cotton reels.* • *Attach wheels to a chassis using an axle.* • *Join appropriately for different materials/situations e.g. glue, tape…* • *Cut strip wood/dowel using hacksaw and bench hook.* • *See glue gun used by an adult.* • *Build structures, exploring how they can be made stronger, stiffer and more stable.*	• *Incorporate a circuit with a bulb or buzzer into a model.* • *Create shell or frame structures, strengthen frames with diagonal struts.* • *Make structures more stable by giving them a wide base.* • *Prototype frame and shell structures.* • *Measure and mark square selection, strip and dowel accordingly to 1cm.* • *Use glue gun with close supervision (one to one).*	• *Use hand drill to drill tight and loose fit holes.* • *Cut strip wood, dowel, square section wood accurately.* • *Join materials using appropriate methods.* • *Incorporate motor and a switch into a model.* • *Control a model using an ICT control programme.* • *Use a cam to make an up and down mechanism. (Alternatively use gears or pulleys in a project.)* • *Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms.* • *Use glue gun with close supervision.*
Sheet Materials	• *Fold, tear and cut paper and card.* • *Roll paper to create tubes.* • *Cut along lines, straight and curved.* • *Curl paper.* • *Use hole punch.* • *Insert paper fasteners for card linkages.* • *Create hinges.* • *Use simple pop ups.* • *Investigate strengthening sheet materials.* • *Investigate joinings: temporary, fixed and moving.*	• *Cut slots.* • *Cut internal shapes.* • *Use lolly sticks/card to make levers and linkages.* • *Use linkages to make movement larger or more varied.* • *Use and explore complex pop ups.* • *Create nets.*	• *Cut slots.* • *Cut accurately and safely to a marked line.* • *Join and combine materials with temporary, fixed or moving joinings.* • *Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate.* • *Choose an appropriate sheet material for the purpose.*
Evaluating	• *Say what they like and do not like about items they have made and attempt to say why.* • *Talk about their designs as they develop and identify good and bad points.* • *Talk about changes made during the making process.* • *Discuss how closely their finished products meet their design criteria.*	• *Identify the strengths and weaknesses of their design ideas.* • *Decide which design idea to develop.* • *Consider and explain how the finished product could be improved.* • *Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user.*	• *Use the design criteria to inform their decisions about ways to proceed.* • *Justify their decisions about materials and methods of construction.* • *Reflect on their work using design criteria stating how well the design fits the needs of the user.* • *Identify what does and does not work in the product.* • *Make suggestions as how their design could be improved.*