Developing, planning and



#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Working with tools, equipment,

#### Objectives:

- **Evaluate**5. explore and evaluate a range of existing products
- 6. evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### **Cooking and Nutrition**

Food and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- 10. understand where food comes from.

**Evaluating processes and** 

Developing, planning and		working with tools, equipment,			Evaluating processes and			rood and nutrition				
communic	communicating ideas		materials and components to			products						
			make quality products									
Vegr 1	٧	agr 2				Vegr 1		Vear 2	Vegr	1	Vear 2	
Year 1  Begin to draw on their own experience to help generate ideas and research conducted on criteria.  Begin to understand the development of existing products: What they are for, how they work, materials used.  Start to suggest ideas and explain what they are going to do.  Understand how to identify a target group for what they intend to	Start to g ideas by on their other po experier  Begin to their des through observa drawing modellir  Identify for what intend tt and ma  Underst identify group fc they inte design c	develop sign ideas discussion, tition, and ag. a purpose they o design ke. and how to a target or what	Begin to mak their design u appropriate techniques. Begin to build structures, exploring hov can be made stronger, stiffer more stable.  Explore and u mechanisms example, levisliders, wheele axles], in their products.  With help me mark out, cut shape a rang materials.	e sing  I v they e er and  Isse [for ers, s and asure, and e of tools	Year 2  Begin to select tools and materials; use correct vocabulary to name and describe them.  Build structures, exploring how they can be made stronger, stiffer and more stable.  With help measure, cut and score with some accuracy.  Learn to use hand tools safely and appropriately.  Start to assemble, join and combine materials in order to make a	Year 1  Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).  When looking at existing products explain what they like and dislike about  Products and why.  Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluagair desig Look existir explailike an abou Produ Start their production is streng possik they rule with a ideas they I	octs and why.  to evaluate orroducts as are loped, fying alth and ole changes might make.  confidence bout their , saying what like and dislike	Begin to understand of food comes plants or anii Explore the understandir food has to be farmed, grovelsewhere (elemone) or ca Start to understand of the groups in Eat well plant. Begin to understand the everyone she eat at least of portions of frovegetables ed day.	that all from mals.  Ing that one with the end of the north of the nould invite ould invite out of the ou	Year 2 Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate' Know that everyone should eat at least five portions of fruit and vegetables every day. Demonstrate how to prepare simple	
they intend to design and make based on a design criteria.  Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.	besign and make assed on a design tetria.  Develop their ideas through talk and drawings and label parts. Make templates and mock ups of eir ideas in card and paper or using ICT.		e.g. scissors and a hole punch safely.  Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.  Begin to use simple		product.  Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.  Start to choose and use appropriate finishing techniques based on own ideas.		they like and dislike about them.		Know how to prepare simp dishes safely hygienically, without using heat source.  Know how to techniques s  Cutting, pee and grating.	ole and g a o use uch as	dishes safely and hygienically, without using a heat source.  Demonstrate how to use techniques such as cutting, peeling and grating.	
					How we ac	hieve these						
		-			Yes	ar 1			-			
Autumn 1		Autur	nn 2		Spring 1	Spring 2		Sumn	ner 1		Summer 2	
Theme: Magnificent	Me I	Theme: Winter		Theme		Theme: Spring into Spr	rina	Theme:		Theme	: Under the sea-	
Create our own Supertato  Design a wand  NC Reference:		Wonderland  Christmas Decoration and card		NC Re	ference:	Planting Making a fruit salad  NC Reference: D1, M3, M4, E6, C9, C10		NC Reference:		Build structure with moving parts  Evaluate design  NC Reference: D2, M3, M4, E6, T8		
Skills: Start to suggest ideas and explain what they are own experies		Skills: Begin to draw own experienc	nce to help			Skills: Begin to draw on their own experience to he	r	Skills:		Skills: Begin t experie	Skills: Begin to draw on their own experience to help	
going to do.  Understand how to identify a target group for what they intend to design and make based on a design criteria.		generate ideas and research conducted on criteria.  Understand how to identify a target group for what they intend to design and make based on a design criteria.				generate ideas and research conducted a criteria.  Begin to understand the development of existing products: What they a for, how they work, materials used.				genero researo criteria Begin t develo produo for, hov	ate ideas and ch conducted on	

## KS1 Design Technology



drawings. Make templates and mock ups of their ideas in card and paper or using ICT. Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.  Begin to make their design using appropriate techniques.  Explore using tools e.g. scissors and a hole punch safely.  Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.  Begin to use simple finishing techniques to improve the appearance of their product.  Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.		Start to suggest ideas and explain what they are going to do.  Begin to make their design using appropriate techniques.  When looking at existing products explain what they like and dislike about products and why.  Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.  Understand that all food comes from plants or animals.  Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.  Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.  Know how to prepare simple dishes safely and hygienically, without using a heat source.  Know how to use techniques such as cutting, peeling and		Start to suggest ideas and explain what they are going to do.  Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.  Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.  With help measure, mark out, cut and shape a range of materials.  Explore using tools e.g. scissors and a hole punch safely.  Begin to assemble, join and components together using a variety of temporary methods e.g. glues or masking tape.  Begin to use simple finishing techniques to improve the appearance of their product.  Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.
			grating.		
Vocabulary: Design, imagine, stick, Create, thick, thin, Sketch, Cut, Glue, Create, Colour  Observation, Differences, Similarities, Brief, Designer, Designing, repeating, Line, Shape, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Secondary colours, Shade, Tint, Measure, design specification, foil, strong, fasten, cardboard, metal, sandpaper – textile,	Vocabulary: Repeating, Differences, Similarities, Measure, wool, textile, cloth, loop, fabric, material.  Observation, , Brief, Design, Designer, Designing, , thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, , Glue, flexible, warm, wrap, paperclip, design	Vocabulary:	Vocabulary: Planting, Diet, taste, estimate, flatten, mash, skin, healthy, Nutritious, peel.  Frozen, pips, dried, canned, sweet, sour, bitter, tangy, spread, scoop, slice, stones, core, sharp, specification, texture: soft, smooth, firm, bowl (of spoon) prongs ingredients, measure, chewy, crunchy, crisp, (of fork), smoothly, lumpy	Vocabulary:	Vocabulary: Design, fastener, Structure, strong, stiff, stable, purpose, evaluate, joint, move, puppet  Observation, Differences, Similarities, Brief, Designer, Designing, repeating, thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, Measure, Glue, Picture, image, speech
cloth, soft, rough, card, loop, glue, sort, evaluate,	specification, cotton, foil, net, linen, waterproof, soft,		compare, evaluate, nutrient, Balanced diet		bubble mechanism, lever, pivot, wheel, disk, centre
evaluation,	rough, card, glue, sort, evaluate, comfortable,				paper curve bigger, smaller
	sample, evaluation	V -	ar 2		
Autumn 1	Autumn 2	re	ui Z		
		Spring 1	Spring 2	Summer 1	Summer 2
	Theme: Christmas decorations/cards	Theme: Great Fire of London – building houses	Theme: Africa – Making jeeps	Summer 1	Theme: Castles, Knights & Dragons – Making a medieval buffet
	Theme: Christmas decorations/cards NC Reference: D1, D2, M3, M4, E5	Theme: Great Fire of London – building houses  NC Reference: D1, D2, M3, M4, E6, T7	Theme: Africa – Making jeeps NC Reference: D1, D2, M3, M4, E6, T7, T8	Summer 1	Theme: Castles, Knights & Dragons  – Making a medieval buffet  NC Reference: D1, D2, M4, E6, C9, C10
	Theme: Christmas decorations/cards  NC Reference:	Theme: Great Fire of London – building houses  NC Reference:	Theme: Africa – Making jeeps NC Reference:	Summer 1	Theme: Castles, Knights & Dragons – Making a medieval buffet  NC Reference:
	Theme: Christmas decorations/cards  NC Reference: D1, D2, M3, M4, E5  Skills: Start to generate ideas by drawing on their own and other people's	Theme: Great Fire of London – building houses  NC Reference: D1, D2, M3, M4, E6, T7  Skills: Start to generate ideas by drawing on their own and other people's	Theme: Africa – Making jeeps  NC Reference: D1, D2, M3, M4, E6, T7, T8  Skills: Begin to develop their design ideas through discussion, observation,	Summer 1	Theme: Castles, Knights & Dragons  - Making a medieval buffet  NC Reference: D1, D2, M4, E6, C9, C10  Skills: Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling.
	Theme: Christmas decorations/cards  NC Reference: D1, D2, M3, M4, E5  Skills: Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation,	Theme: Great Fire of London – building houses  NC Reference: D1, D2, M3, M4, E6, T7  Skills: Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation,	Theme: Africa – Making jeeps  NC Reference: D1, D2, M3, M4, E6, T7, T8  Skills: Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make.	Summer 1	Theme: Castles, Knights & Dragons  - Making a medieval buffet  NC Reference: D1, D2, M4, E6, C9, C10  Skills: Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation,

# KS1 Design Technology



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	describe them	Build structures, exploring	accuracy.	describe them.
	Start to assemble, join and combine materials in order	how they can be made stronger, stiffer and more stable.	Learn to use hand tools safely and appropriately.	Evaluate their work against their design criteria.
	to make a product.  Start to choose and use appropriate finishing techniques based on own ideas.  Look at a range of existing products explain what they like and dislike about products and why.  Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.  With confidence talk about their ideas, saying what they like and dislike about them.	With help measure, cut and score with some accuracy.  Learn to use hand tools safely and appropriately.  Start to assemble, join and combine materials in order to make a product.  Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.  With confidence talk about their ideas, saying what they like and dislike about them.	Start to assemble, join and combine materials in order to make a product.  Evaluate their work against their design criteria.  Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.  With confidence talk about their ideas, saying what they like and dislike about them	Look at a range of existing products explain what they like and dislike about products and why.  With confidence talk about their ideas, saying what they like and dislike about them.  Understand that all food comes from plants or animals.  Know that food has to be farmed, grown elsewhere (e.g. home) or caught.  Understand how to name and sort foods into the five groups in 'The Eat well plate'
		Understand how to identify a target group for what they intend to design and make based on a design criteria.		Know that everyone should eat at least five portions of fruit and vegetables every day.
		Evaluate their work against their design criteria.		Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.
				Demonstrate how to use techniques such as cutting, peeling and grating.
	Vocabulary: Observation, design, thick, thin, shape, colour, sculpture, manipulate  Differences, Similarities, Brief, Designer, Designing, repeating, Sketch, Line, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, Measure, Glue,	Vocabulary: Brief, designing, joins, layer, structure, tools, technique, shaping, construct, join  Observation, Differences, Similarities, Design, Designer, repeating, thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Secondary colours, Secondary colours, Sande, Tint Cut, Measure, Glue, Fold lid, Side, corners , Smudge/blend Tone, types of paint: Acrylic, water colour etc. Brush mark, , Printing, Manipulate, rolling, Kneading, , texture, , Natural Man made, slip, form Strength, Stability mass structure	Vocabulary: Measure, axels, characteristics, model, dowels, chassis, pattern  Observation, Differences, Similarities, Brief, Design, Designer, Designing, repeating, thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Secondary colours, Secondary colours, Shade, Tint Cut, Glue, Construct, Join, Natural Man made, slip, form Strength, Stability mass structure, Mechanism Levers, sliders, wheel, Machine, Materials, knot Natural, Malleable, Recycled Care, ,	Vocabulary: Nutrient, healthy, nutritious, balanced diet, carbohydrates, fat, ingredients, tasting, mass production, organic