



Key Skills Assessment Criteria

Subject: Design Technology

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
Nursery	Throughout nursery the children will cover these objectives: <ul style="list-style-type: none"> • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. (Physical Development, Moving and Handling 22-36) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (Physical Development, Moving and Handling 30-50) • Uses simple tools to effect changes to materials. (Physical Development, Moving and Handling 40-60) • Handles tools, objects, construction and malleable materials safely and with increasing control. (Physical Development, Moving and Handling 40-60) • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (Physical Development, Health and Self-care 40-60) • Shows understanding of how to transport and store equipment safely. (Physical Development, Health and Self-care 40-60) • Practices some appropriate safety measures without direct supervision. (Physical Development, Health and Self-care 40-60) • Beginning to be interested in and describe the texture of things. (Expressive Arts and Design, Exploring Media and Materials 30-50) • Uses various construction materials. (Expressive Arts and Design, Exploring Media and Materials 30-50) • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Expressive Arts and Design, Exploring Media and Materials 30-50) • Joins construction pieces together to build and balance. (Expressive Arts and Design, Exploring Media and Materials 30-50) • Realises tools can be used for a purpose. (Expressive Arts and Design, Exploring Media and Materials 30-50) • Understands that different media can be combined to create new effects. (Expressive Arts and Design, Exploring Media and Materials 40-60) • Manipulates materials to achieve a planned effect. (Expressive Arts and Design, Exploring Media and Materials 40-60) • Constructs with a purpose in mind, using a variety of resources. (Expressive Arts and Design, Exploring Media and Materials 40-60) • Uses simple tools and techniques competently and appropriately. (Expressive Arts and Design, Exploring Media and Materials 40-60) • Selects tools and techniques needed to shape, assemble and join materials they are using. (Expressive Arts and Design, Exploring Media and Materials 40-60) • Uses available resources to create props to support role-play. (Expressive Arts and Design, Being Imaginative 30-50) • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (Expressive Arts and Design, Being Imaginative 30-50) • Create simple representations of events, people and objects. (Expressive Arts and Design, Being Imaginative 40-60) 			
Reception	<ul style="list-style-type: none"> • M+H, ELG: Children handle equipment and tools effectively, including pencils for writing. • H&SC, ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • SC&A, ELG: Children will talk about their ideas, and will choose the resources they need for their chosen activities. • EMM, ELG: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • BI, ELG: Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 			
Year 1	To design purposeful, functional and appealing products for themselves and others To model their ideas in card and paper To understand how sliders/movers and levers work to make a moving picture. To identify a purpose for what they intend to design and make.	To make their design using appropriate techniques With help, to measure, mark out, cut and shape a range of materials To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape To build structures exploring how they can be made stronger, stiffer and more stable. To ensure final products are functional and aesthetic.	To evaluate their product by discussing how well it works in relation to purpose. Research existing products to investigate and analyse.	To begin to understand that all food comes from plants and animals
Key Questions	Can you create a moving picture with two mechanisms? Can you design and construct a 3D model of a windmill, using recyclable materials? Can you identify where our food comes from?			

Year 2	<p>To develop their design ideas through discussion, observation, drawing and modelling</p> <p>To be able to create a design brief for a specific product.</p> <p>To effectively communicate ideas throughout the entire design process using a variety of mediums including discussion and research.</p>	<p>Begin to select tools and materials including textiles, construction materials and ingredients and to use them appropriately.</p> <p>Use vocabulary to name and describe the materials chosen.</p> <p>To explore the use of different mechanisms including wheels, axels and recycled materials.</p> <p>To understand how a product should be both functional and aesthetic.</p>	<p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Research existing products to investigate and analyse, comparing to their own design brief.</p>	<p>Begin to identify where food groups come from (animals or plants)</p> <p>Understand that everyone should eat at least five portions of fruit and vegetables every day</p>
Key Questions	<p>Can you design, make and evaluate your own moving vehicle?</p> <p>Can you design and create a puppet and evaluate whether it is fit for purpose?</p> <p>Can you plan and make a healthy meal?</p>			
Year 3	<p>To identify a purpose and establish a criteria for a successful product</p> <p>To explore, develop and communicate design proposals by modelling ideas.</p> <p>To use a variety of mediums including discussion and research to effectively communicate ideas throughout the entire design process.</p>	<p>To select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>To evaluate their product against original design criteria, e.g. how well it meets its intended purpose</p>	<p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the NHS Eatwell Guide.</p> <p>To learn and understand how to prepare simple dishes safely and hygienically with a heat source.</p>
Key Questions	<p>Can you design and create a pencil case that is fit for purpose?</p> <p>Can you use a computer programme to design a mini greenhouse?</p> <p>Can you make a European savoury dish?</p>			
Year 4	<p>To be able to generate ideas, considering the purposes for which they are designing their product,</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>To use a computer software programme to create a nightlight.</p>	<p>To select appropriate tools and techniques for making their product</p> <p>To join and combine materials and components accurately in temporary and permanent ways.</p>	<p>To evaluate their work both during and at the end of the assignment.</p> <p>To evaluate their products carrying out appropriate tests.</p> <p>To suggest alternative methods of making a product if the first attempt fails.</p>	<p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Key Questions	<p>Can you design a pop up product using lever and linkages?</p> <p>Design and create a nightlight using a computer programme?</p> <p>Can you make a savoury dish linked to the Ancient Greeks?</p>			

Year 5	<p>To draw up a specification for their design</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>To use results of investigations, information sources, including ICT when developing design ideas</p>	<p>To use different tools and equipment safely and accurately</p> <p>To cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Evaluate how learning from science and Mathematics can help design and make products that work.</p>	<p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Key Questions	<p>Can you design a moving vehicle with lego wedo?</p> <p>Can you use a computer programme to design a small Aztec village using 3D nets?</p> <p>Can you make a savoury African dish?</p>			
Year 6	<p>To communicate their ideas through detailed labelled drawings to develop a design specification.</p> <p>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Effectively annotate sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>To effectively use a computer programming software to control an alarm system.</p>	<p>To select tools, materials, components and techniques appropriate to the task.</p> <p>To construct products using permanent joining techniques.</p> <p>To pin, sew and stitch materials together to make a product.</p>	<p>To critically evaluate the quality of their design, how it is manufactured and the fitness for purpose of their products throughout the design and make process.</p> <p>To show an awareness of how much products cost to make and consider how innovative and sustainable they are.</p>	<p>Understand that different food and drink contain different substances, nutrients, water and fibre – that are needed for health.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Key Questions	<p>Can you design and create a cushion and evaluate whether it is fit for purpose?</p> <p>Can you use a computer programme to program, monitor and control an alarm?</p> <p>Can you make a meal popular in WWII times?</p>			