



St. Oswald's Catholic Primary School – Key Skills Assessment Criteria 2023_2024



Design Technology

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p>To begin to use first scissors with support. This may be hand over hand using the flexible easy grip scissors.</p> <p>To begin to take part in dough gym activities each day.</p> <p>To be able to manipulate dough using hands to roll and squash the dough.</p> | <p>To begin to think about what they are making and have some idea about what to use for that purpose.</p> <p>To be able to thread thick string through some large holes.</p> <p>To be able to use flexible easy grip scissors with increasing independence.</p> | <p>To begin to explore different materials and textures.</p> <p>To begin to use the small hammers in tap a shape sets.</p> <p>To use tweezers to pick up objects.</p> <p>To begin to use first scissors (standard child sized blunt tip) with some support, this may be hand over hand.</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To be able to manipulate dough using small rollers, cutters and stamps.</p> <p>To continue to develop fine motor skills through a range of activities such as picking up small objects, threading pasta onto string, small construction sets such as Lego and jigsaw puzzles.</p> | <p>To be able to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To be more confident with dough gym activities using a range of movements to manipulate the dough.</p> <p>To be able to manipulate dough using pinching techniques and adding and removing small enhancements such as sequins.</p> | <p>Develop their own ideas and then decide which materials to use to express them. Join different materials.</p> <p>To be able to use blunt tip scissors with increasing confidence.</p> |
| Reception | <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To use different construction materials</p> <p>To learn about hygiene linked to handling food.</p> <p>To hold scissors correctly and cut along straight and zigzagged lines.</p> | <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To recall need for hygiene when handling and preparing food - decorate ginger bread men.</p> <p>To begin to hold a knife correctly and use to cut food with support.</p> | <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To hold scissors correctly and cut along a curved line.</p> | <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To learn about changes when ingredients are mixed when creating pancakes.</p> <p>To hold scissors correctly and cut out large shapes.</p> | <p>To plan what they are going to make (cooking, construction, junk modelling)</p> <p>To manipulate materials.</p> <p>To hold scissors correctly and cut out small shapes.</p> | <p>To know some similarities and differences between materials.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>To develop chopping skills and learn the bridge and claw grip for safety when preparing food.</p> <p>To hold scissors correctly and cut various materials.</p> |
| | Design | Make | Evaluating / Technical Knowledge | | Cooking and Nutrition | |
| Year 1 | <p>To design purposeful, functional and appealing products for themselves and others</p> <p>To model their ideas in card and paper</p> <p>To understand how sliders/movers and levers work to make a moving picture.</p> <p>To identify a purpose for what they intend to design and make.</p> | <p>To make their design using appropriate techniques</p> <p>With help, to measure, mark out, cut and shape a range of materials</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>To build structures exploring how they can be made stronger, stiffer and more stable.</p> | <p>To evaluate their product by discussing how well it works in relation to purpose.</p> <p>Research existing products to investigate and analyse.</p> | | <p>To begin to understand that all food comes from plants and animals</p> | |

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| | | To ensure final products are functional and aesthetic. | | |
| Key Questions | <p>Can you create a moving picture with two mechanisms?</p> <p>Can you design and construct a 3D model of a windmill, using recyclable materials?</p> <p>Can you identify where our food comes from?</p> | | | |
| 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

Can you design a pop up product using lever and linkages?

Design and create a nightlight using a computer programme?

Can you make a Mediterranean vegetable dish?

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| 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 cross-curricular subjects, such as 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 Sphero?</p> <p>Can you use a computer programme to design a small Viking settlement 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> | | | |