



## St. Oswald's Catholic Primary School – Key Skills Assessment Criteria 2025\_2026



### Design Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>
	<b>Design</b>	<b>Make</b>	<b>Evaluating / Technical Knowledge</b>		<b>Cooking and Nutrition</b>	
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>	

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

Key Questions	<div>Can you design a pop up product using lever and linkages?</div> <div>Can you design and create a nightlight using a computer programme?</div> <div>Can you make a Mediterranean vegetable dish?</div>
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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 and create a wishing well using mechanical systems?</p> <p>Can you use Computer Aided Design (CAD) to design a quiet, prayer garden for our school?</p> <p>Can you make a savoury rice 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 popular meal from WWII times?</p>			