

SDFS D&T/ NC 2014/ July 2022/ C D

EYFS-Scissor skills, use a variety of materials to create, discuss and evaluation work in groups/whole class

Year 1

<u>Developing, planning and communicating ideas</u> Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Can they draw and label a picture of their plan?		<u>Working with tools, equipment, materials and components to make quality products</u> Can they explain what they are making? Can they explain which tools are they using? Can they attempt to use simple tools to shape and assemble eg scissors/cutters/stampers?		<u>Evaluating processes and products</u> Can they describe how something works? Can they talk about their own work and things that other people have done? Can they say how they would improve their design?	
<u>Cooking and nutrition</u> Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes? Can they describe tastes and textures that they like and dislike?	<u>Textiles</u> Can they describe how different textiles feel? Can they make a product from textiles by glueing?	<u>Mechanisms</u> Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts?	<u>Use of materials</u> Can they make a structure/model using different materials? Can they choose some appropriate materials to make their model? Is their work tidy? Can they make their model stronger if it needs to be?	<u>Construction</u> Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	
Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Mechanisms; Use of materials; Construction.					

Year 2

<u>Developing, planning and communicating ideas</u> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?		<u>Working with tools, equipment, materials and components to make quality products</u> Can they join things (materials/ components) together in different ways?		<u>Evaluating processes and products</u> Can they explain what went well with their work? If they did it again, can they explain what they would improve? Can they use joining, folding or rolling to make it stronger? Can they consider how to improve their construction?	
<u>Cooking and nutrition</u> Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen?	<u>Textiles</u> Can they measure textiles? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile?	<u>Mechanisms</u> Can they join materials together as part of a moving product? Can they add some kind of design to their product?	<u>Use of materials</u> Can they measure materials to use in a model or structure? Can they join materials in different ways? Can they use joining, folding or rolling to make it stronger? - Move to evaluating?	<u>Construction</u> Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? - Move to evaluating?	
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Year 3

<p><u>Developing, planning and communicating ideas</u> Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? Can they plan something using the resources they have?</p>		<p><u>Working with tools, equipment, materials and components to make quality products</u> Do they understand how to use tools/equipment safely? Can they use equipment and tools accurately?</p>		<p><u>Evaluating processes and products</u> Can they explain what they changed which made their design even better?</p>	
<p><u>Cooking and nutrition</u> Can they understand the principles of a healthy diet? Can they choose the right ingredients for a product? Can they use equipment safely? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</p>	<p><u>Textiles</u> Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities? *no mention in year 3 or 4 about gears, pulleys, cams etc is this covered in year 5 and 6?</p>	<p><u>Electrical and mechanical components</u> Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components? This should be in year 4 as that's when they cover electricity</p>	<p><u>Stiff and flexible sheet materials</u> Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials?</p>	<p><u>Mouldable materials</u> Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques?</p>	
<p>Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Electrical and mechanical components; Stiff and flexible sheet materials; Mouldable materials.</p>					

Year 4

<p><u>Developing, planning and communicating ideas</u> Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design?</p>		<p><u>Working with tools, equipment, materials and components to make quality products</u> Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?</p>		<p><u>Evaluating processes and products</u> Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better?</p>	
<p><u>Cooking and nutrition</u> Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way?</p>	<p><u>Textiles</u> Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way?</p>	<p><u>Electrical and mechanical components</u> Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components?</p>	<p><u>Stiff and flexible sheet materials</u> Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong?</p>	<p><u>Mouldable materials</u> Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?</p>	

		<p><u>Lifted from Year 3</u></p> <p><u>Electrical and mechanical components</u> Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas?</p>		
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