



		Design and Technology					
SUBJECT SPECIFIC SKILLS	KEY SKILLS						
		KS1		KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	I can make designs through the use of hand gestures, arranging and re-arranging materials and components, talking and listening.	<p>I draw pictures with labels to tell others about my designs.</p> <p>I use the computer to plan my ideas.</p> <p>I can design products for myself.</p>	<p>I design my work using diagrams and labels.</p> <p>I can work with others to design and make a product.</p> <p>I ask others what they think of my designs before I begin to make it.</p>	<p>I can clarify my ideas about design.</p> <p>I use sketches and models to communicate my designs.</p> <p>I can explain why my product would be useful focusing on quality, design and benefits.</p> <p>I research and design products using computing.</p> <p>I actively seek the view of others when designing products.</p> <p>I make realistic plans and think ahead to order my work.</p>	<p>I can communicate my ideas.</p> <p>I can use labeled diagrams.</p> <p>I can use accurate measurements to produce drawings of my design.</p> <p>Before designing, I research products.</p> <p>I make full use of the views of users in my design.</p> <p>I produce step-by-step plans to create my design.</p>	<p>I can communicate my ideas, and also alternative ideas which show I am aware of the constraints on my ideas.</p> <p>I can use text, labelled diagrams and annotations to describe my ideas.</p> <p>I can use accurate measurements and my knowledge of ratio to produce scale drawings of my design.</p> <p>I make full use of the views of users in my design and take time to find out if my designs meet the needs of users as they progress.</p> <p>I produce step-by-step plans to create my design.</p>	<p>I can clarify my ideas through discussion, drawing and modeling.</p> <p>I can use my understanding of the characteristics of familiar products when developing and communicating my ideas.</p> <p>I can make detailed plans, using ICT to assist.</p> <p>I can use the internet to research products and the environments in which they are used.</p> <p>I can use a range of views of intended users of my products (market research).</p>



<p>Make</p>	<p>I can construct with a purpose in mind, using a variety of resources. I can use simple tools and techniques competently and appropriately. I can build and construct with a wide range of objects, selecting appropriate resources and adapting my work when necessary. I can select the tools and techniques I need to shape, assemble and join materials I are using.</p>	<p>I can tell someone what I am making and which tools I am using. I can make a model using construction kits and other materials and can talk about how it is useful for someone. I can make models that look like real things I've studied.</p>	<p>I plan what to do next when working on my designs. I select the right tools, techniques and materials and can explain why I have chosen them.</p>	<p>I choose the appropriate tools, equipment, materials, components and techniques for my designs.</p>	<p>I can select and work with a range of tools and equipment I can investigate the properties of materials and how they can best be used.</p>	<p>I can select and work with a wider range of tools and equipment I can investigate the properties of materials and how they can best be used.</p>	<p>I can work from my own detailed plans, modifying them where appropriate. I can work with a range of tools, materials, equipment, components and processes with precision.</p>
<p>Evaluate</p>	<p>I can talk about my work, in small groups using recently introduced vocabulary. I can share my creation and explain the processes I used.</p>	<p>I can talk about my work, telling others why I did it the way I did. I can say what I like and what I dislike. I use the computer to write about my design and how I can improve it.</p>	<p>I can discuss the improvements needed to enhance my work. I can recount the design and make process. I take digital photographs of my products and combine them with text to describe and evaluate my products. I evaluate my work saying if it does what I wanted it to do and whether it is a quality product. I recognise what I have done well as</p>	<p>I constantly evaluate my work. I can say where my evaluations have led to improvements. I can talk and write about the skills I have developed through the design and make process. I carry out tests before I make improvements to my work.</p>	<p>I refine the quality of finish of my products. I can talk and write about my Design and Technology skills and know which I am good at. I can carry out tests and suggest alternatives before making improvements to my work.</p>	<p>I refine the quality of finish of my products. I can talk and write about my Design and Technology skills and know which I am good at and which I need to improve. I can carry out tests and suggest several alternatives before making improvements to my work.</p>	<p>I can check my work as it develops and modify my approach in light of progress. I can test and evaluate my products, with the intended use in mind.</p>



			my work progresses and I suggest what I could do better in the future.				
Technical Knowledge	I can offer explanations for why things might happen.	<p>I can talk about how moving objects work.</p> <p>I can work out how something works by looking at it.</p> <p>I know how to use tools safely.</p> <p>I can work out how to make models stronger.</p>	<p>I can describe characteristics of the materials I have chosen.</p> <p>I can investigate a range of products and say how they are put together and whether they do what they are supposed to do.</p>	I can use electrical circuits and switches to good effect.	<p>I can use the best method for joining a variety of materials.</p> <p>I can use a wide range of tools in a safe and suitable manner.</p>	<p>I can use the best method for joining a variety of materials.</p> <p>I can use a wide range of tools in a safe and suitable manner.</p>	I can use electrical devices with accuracy e.g. sewing machine, cooking tools.
Cooking and Nutrition	<p>I understand the importance of healthy food choices.</p> <p>I manage my own basic (food) hygiene.</p>	<p>I know about food hygiene.</p> <p>I discuss with others how fruit and vegetables keep me healthy and the importance of a varied diet.</p> <p>I can use nonstandard units to measure and mix the right ingredients to make something that can be eaten.</p>	<p>I can group familiar food products e.g. fruit and vegetables.</p> <p>I understand why food hygiene is important.</p> <p>I understand the need for a variety of foods in a diet and use this knowledge to prepare healthy and varied dishes.</p> <p>I can measure and weigh food items</p>	I time my cooking or preparation time accurately so that my product turns out right.	<p>I can use my knowledge of proportion to mix ingredients</p> <p>I can use standard units to make accurate measurements</p> <p>I can use a selection of appropriate tools safely.</p> <p>I can follow a set of instructions to enable a satisfactory outcome.</p>	<p>I can use my knowledge of proportion to mix ingredients</p> <p>I can use standard units to make accurate measurements</p> <p>I can use a wider selection of appropriate tools safely.</p> <p>I can follow a set of instructions to enable a satisfactory outcome.</p>	<p>I can use my knowledge of proportion to mix ingredients</p> <p>I can use standard units to make accurate measurements</p> <p>I can use a wider selection of appropriate tools with accuracy.</p> <p>I can follow a set of instructions to enable a satisfactory outcome.</p>



			using standard units.				I can adapt and create my own instructions to enable a satisfactory outcome.
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