



Our Curriculum

What we will teach children to do over the course of the year in Design Technology					
	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	Breadth of study	Breadth of study
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>think of some ideas of their own</p> <ul style="list-style-type: none"> • explain what they want to do • use pictures and words to plan 	<p>explain what they are making</p> <ul style="list-style-type: none"> • Which tools are they using 	<p>describe how something works</p> <ul style="list-style-type: none"> • talk about their own work and things that other people have done 	<p>Mechanisms</p> <ul style="list-style-type: none"> • make a product which moves • cut materials using scissors • describe the materials using different words • say why they have chosen moving parts <p>Use of materials</p> <ul style="list-style-type: none"> • make a structure/model using different materials • Is their work tidy • make their model stronger if it needs to be 	<p>Construction</p> <ul style="list-style-type: none"> • talk with others about how they want to construct their product • select appropriate resources and tools for their building projects • make simple plans before making objects, e.g., drawings, arranging pieces of construction before building
<p>We would expect almost all children to achieve these things in</p>	<p>think of ideas and plan what to do next</p> <ul style="list-style-type: none"> • choose the best tools and materials give a reason why these are best 	<p>join things (materials/ components) together in different ways</p> <p>make sensible choices as to which material to use for their</p>	<p>Say what went well with their work</p> <ul style="list-style-type: none"> • If they did it again, what would they want to improve 	<p>measure materials to use in a model or structure</p> <ul style="list-style-type: none"> • join material in different ways • use joining, folding or 	<p>incorporate some type of movement into models</p>



Our Curriculum

Year 2	<ul style="list-style-type: none"> • describe their design by using pictures, diagrams, models and words 	<p>constructions</p> <ul style="list-style-type: none"> • develop their own ideas from initial starting points 		<p>rolling to make it stronger</p>	
<p>We would expect almost all children to achieve these things in</p> <p>Year 3</p>	<p>show that their design meets a range of requirements</p> <ul style="list-style-type: none"> • put together a step-by-step plan which shows the order and also what equipment and tools they need • describe their design using an accurately labelled sketch and words • make a realistic plan 	<ul style="list-style-type: none"> • use equipment and tools accurately <p>work accurately to make cuts and holes</p> <ul style="list-style-type: none"> • join materials 	<ul style="list-style-type: none"> • Say what they changed which made their design even better <p>use the most appropriate materials</p>	<p>Mouldable Materials</p> <ul style="list-style-type: none"> • select the most appropriate materials • use a range of techniques to shape and mould • use finishing techniques 	<p>Cooking and Nutrition</p> <p>choose the right ingredients for a product</p> <ul style="list-style-type: none"> • use equipment safely • make sure that their product looks attractive • describe how their combined ingredients come together • set out to grow plants such as cress and herbs from seed with the intention of using them for their food product • show that their design meets a range of requirements • put together a step-by-step plan which shows the order and also what equipment and tools they need • describe their design using an accurately



Our Curriculum

					<p>labelled sketch and words</p> <ul style="list-style-type: none"> •say how realistic is their plan • use equipment and tools accurately •say what they changed which made their design even better
<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>come up with at least one idea about how to create their product</p> <ul style="list-style-type: none"> • take account of the ideas of others when designing • produce a plan and explain it to others • suggest some improvements and say what was good and not so good about their original design 	<p>tell if their finished product is going to be good quality</p> <ul style="list-style-type: none"> •Are they conscience of the need to produce something that will be liked by others • show a good level of expertise when using a range of tools and equipment 	<p>Have they thought of how they will check if their design is successful</p> <ul style="list-style-type: none"> • begin to explain how they can improve their original design • evaluate their product, thinking of both appearance and the way it works 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • measure carefully so as to make sure they have not made mistakes •How have they attempted to make their product strong <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • 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>Mouldable materials</p> <ul style="list-style-type: none"> • take time to consider how they could have made their idea better • work at their product even though their original idea might not have worked <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • measure carefully so as to make sure they have not made mistakes •How have they attempted to make their product strong



Our Curriculum

<p>We would expect almost all children to achieve these things in</p> <p>Year 5</p>	<p>come up with a range of ideas after they have collected information</p> <ul style="list-style-type: none"> • take a user's view into account when designing • produce a detailed step-by-step plan • suggest some alternative plans and say what the good points and drawbacks are about each <p>think of some ideas of their own</p> <p>explain what they want to do</p> <p>use pictures and words to plan</p>	<p>explain why their finished product is going to be of good quality</p> <ul style="list-style-type: none"> • explain how their product will appeal to the audience • use a range of tools and equipment expertly <p>explain what they are making</p> <p>explain which tools are they using and why</p> <ul style="list-style-type: none"> • describe how something works • talk about their own work and things that other people have done 	<p>keep checking that their design is the best it can be</p> <ul style="list-style-type: none"> • check whether anything could be improved • evaluate appearance and function against the original criteria <p>talk with others about how they want to construct their product</p> <ul style="list-style-type: none"> • select appropriate resources and tools for their building projects • make simple plans before making objects, e.g., drawings, arranging pieces of construction before building 	<p>Textiles</p> <ul style="list-style-type: none"> • think what the user would want when choosing textiles • How have they made their product attractive and strong • make up a prototype first • use a range of joining techniques 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • take measurements accurate enough to ensure that everything is precise • ensure that their product is strong and fit for purpose <p>Mouldable materials</p> <ul style="list-style-type: none"> • refine and improve their product • persevere through different stages of the making process
<p>We would expect almost all children to achieve these things in</p>	<p>use a range of information to inform their design</p> <ul style="list-style-type: none"> • use market research to inform plans • work within constraints 	<p>use tools and materials precisely</p> <ul style="list-style-type: none"> • change the way they are working if needed 	<p>test and evaluate their final product</p> <ul style="list-style-type: none"> • say whether it is fit for purpose • say what would improve it • say whether different 	<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • use different kinds of circuit in their product • think of ways in which 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • justify why they selected specific materials • work within a budget



Hilton Lane Primary School

Our Curriculum

Year 6	<ul style="list-style-type: none">• follow and refine their plan if necessary• justify their plan to someone else• consider culture and society in their designs		resources have improved their product <ul style="list-style-type: none">•say whether they would need more or different information to make it even better	adding a circuit would improve their product Mouldable materials <ul style="list-style-type: none">• consider the use of the product when selecting materials•say whether their product meets all design criteria	<ul style="list-style-type: none">• ensure that their work is precise and accurate• hide joints so as to improve the look of their product Cooking and Nutrition <ul style="list-style-type: none">• explain how their product should be stored with reasons• set out to grow their own products with a view to making a salad, taking account of time required to grow different foods
--------	--	--	---	--	--