

DT Overview

	Developing, Planning and Communicating ideas	Working with tools, equipment, materials and components to make quality products	Food	Evaluating processes and products	Example Projects
<i>Foundation and Year 1</i>	<p>Children will learn:</p> <p>to draw on their own experience to help generate ideas</p> <p>to suggest ideas and explain what they are going to do</p> <p>to identify a target group for what they intend to design and make</p> <p>to model their ideas in card and paper</p>	<p>Children will learn:</p> <p>to make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>how to use tools eg scissors and a hole punch safely</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>Children will learn:</p> <p>to select and use appropriate fruit and vegetables, processes and tools</p> <p>basic food handling, hygienic practices and personal hygiene</p> <p>use simple finishing techniques to improve the appearance of their product</p>	<p>Children will learn:</p> <p>to evaluate their product by discussing how well it works in relation to the purpose</p> <p>to evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>to evaluate their product by answering questions about what they have made and how they have gone about it</p>	<p>Making a greetings card.</p> <p>Making a model car.</p> <p>Designing a shoe for a giant.</p>
<i>Year 2</i>	<p>Children will learn:</p> <p>generate ideas by drawing on their own</p>	<p>Children will learn:</p> <p>to begin to select tools and materials; use</p>	<p>Children will learn:</p>	<p>Children will learn:</p> <p>to evaluate against their design criteria</p>	<p>Making a puppet.</p> <p>Baking a cake.</p>

	<p>and other people's experiences</p> <p>to develop their design ideas through discussion, observation drawing and modelling</p> <p>to identify a purpose for what they intend to design and make</p> <p>to identify simple design criteria</p> <p>to make simple drawings and label parts</p>	<p>vocab' to name and describe them</p> <p>to measure, cut and score with some accuracy</p> <p>to use hand tools safely and appropriately</p> <p>to assemble, join and combine materials in order to make a product</p> <p>to cut, shape and join fabric to make a simple product. Use basic sewing techniques</p>	<p>to follow safe procedures for food safety and hygiene</p> <p>to choose and use appropriate finishing techniques</p> <p>to chop using a knife safely</p>	<p>to evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>talk about their products, saying what they like and dislike about them</p>	<p>Designing an article of clothing.</p>
<i>Year 3</i>	<p>Children will learn:</p> <p>to generate ideas for an item, considering its purpose and the user/s</p> <p>to identify a purpose and establish criteria for a successful product.</p>	<p>Children will learn:</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>Children will learn:</p> <p>to demonstrate hygienic food preparation and storage</p> <p>to chop, mix and blend</p>	<p>Children will learn:</p> <p>to evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>to disassemble and evaluate familiar products</p>	<p>Making a pop-up greetings card.</p> <p>Making a theatre and shadow puppets.</p> <p>Making a picture frame from wood.</p> <p>Making vegetable soup.</p>

	<p>to plan the order of their work before starting</p> <p>to explore, develop and communicate design proposals by modelling ideas</p> <p>to make drawings with labels when designing</p>	<p>to work safely and accurately with a range of simple tools</p> <p>to measure, tape or pin, cut and join fabric with some accuracy</p>		<p>to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</p> <p>To begin to give their products two stars and a wish</p>	
<i>Year 4</i>	<p>Children will learn:</p> <p>how to generate ideas, considering the purposes for which they are designing</p> <p>to make labelled drawings from different views showing specific features</p> <p>to develop a clear idea of what has to be done, planning which materials, equipment and processes should be used</p>	<p>Children will learn:</p> <p>to select appropriate tools and techniques for making their product</p> <p>to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>to join and combine materials and components accurately in temporary and permanent ways</p>	<p>Children will learn:</p> <p>to demonstrate hygienic food preparation and storage</p> <p>to mix in different ways including whisking and beating</p>	<p>Children will learn:</p> <p>to evaluate their work both during and at the end of the assignment</p> <p>to confidently evaluate their products using two stars and a wish</p>	<p>Making a maze type game from wood.</p> <p>Embroidering fabric for a dress for Queen Elizabeth I.</p> <p>Designing a parachute for Humpty Dumpty.</p>

	to evaluate products and identify criteria that can be used for their own designs	to sew using a range of different stitches to measure, tape or pin, cut and join fabric with some accuracy			
<i>Year 5</i>	<p>Children will learn:</p> <p>to generate ideas through brainstorming and identify a purpose for their product</p> <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</p>	<p>Children will learn:</p> <p>to select appropriate materials, tools and techniques</p> <p>to measure and mark out accurately</p> <p>to use skills in using 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>Children will learn:</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 weigh and measure accurately (time, dry ingredients, liquids)</p> <p>to chop, shred and combine flavours in a wok</p>	<p>Children will learn:</p> <p>to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others using two stars and a wish</p>	<p>Designing and building a bridge from newspaper.</p> <p>Creating a picture frame with mitred joints at the corners.</p> <p>Creating camp teeshirts.</p>

	developing design ideas				
<i>Year 6</i>	<p>Children will learn:</p> <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>to plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>to use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Children will learn:</p> <p>to select appropriate tools, materials, components and techniques</p> <p>to assemble components to make working models</p> <p>to use tools safely and accurately including glue guns</p> <p>to construct products using permanent joining techniques</p> <p>to make modifications as they go along</p> <p>to use a sewing machine</p> <p>to achieve a quality product</p>	<p>Children will learn:</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 develop a simple time plan when cooking more than one dish</p> <p>To use skills previously taught to create a healthy meal</p>	<p>Children will learn:</p> <p>to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to record their evaluations using drawings with labels</p> <p>to evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>Creating a pulley system to transport tomatoes from the top of a mountain.</p> <p>Making a hinged treasure box from wood.</p> <p>Making a working model of tin stamps from wood.</p> <p>Creating a new flag for New Zealand.</p>