

Curriculum Map
Design Technology Objectives

	Objectives
Developing, planning and communicating ideas	FS2 Share their creations, explaining the process they have used
	Year 1 Draws on their own experience to suggest ideas
	Year 1 Begins to model their design
	Year 1 Makes drawings with labels when designing.
	Year 2 Explains what they are going to do, identifying a purpose for what they intend to design and make.
	Year 2 Develops their design ideas through discussion, observation, drawing and modelling.
	Year 3 Identifies simple design criteria to make simple drawings /label parts including a target group for their finished product.
	Year 3 Uses modelling and drawing to explore different design ideas and component elements to their product.
	Year 4 Plans the order of their work before starting.
	Year 4 Explores, develops and communicates design proposals by modelling ideas.
	Year 5 Knows how to generate ideas, considering the purposes for which they are designing and make labelled drawings from different views.
	Year 5 Is able 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.
	Year 5 Has investigated, researched and evaluated their own design and product
	Year 6 Generates ideas through brainstorming and identifies a purpose for their product.
	Year 6 Draws up a specification for their design.
	Year 6 Has investigated, researched and evaluated their own design and product making appropriate suggestions.
Working with tools, equipment, materials and components to make quality products	FS2 Safely uses and explores a variety of materials, tools and techniques.
	FS2 Experiments with colour, design, texture, form and function
	Year 1 Can make their design using appropriate techniques.
	Year 1 With help select, measure, mark out, cut and shape a range of materials.
	Year 1 Begins to use folding, weaving etc. to change effects and properties of materials.
	Year 2 Knows how to use tools safely and appropriately to assemble, join and combine materials
	Year 2 Can select, measure with some accuracy, mark out, cut and shape a range of materials.
	Year 2 Begins to select tools and materials; use vocab' to name and describe them
	Year 3 Can cut and score with some accuracy.
	Year 3 Thinks about their ideas, making changes in order to improve their work.
	Year 3 Can select tools and techniques for making their product.
	Year 4 Can measure, mark out, cut, score and assemble components with more accuracy.
	Year 4 Works safely and accurately with a range of simple tools.
	Year 5 Begins to sew using a range of different stitches
	Year 5 Begins to make modifications as they go along.
	Year 5 Can measure, tape or pin, cut and join fabric with some accuracy.
	Year 5/6 Can join and combine materials and components accurately in temporary and permanent ways.
	Year 6 Can cut and join with accuracy. Ensures a good-quality finish to the product.
	Year 6 Selects appropriate tools, materials, components and techniques.
	Year 6 Can achieve a quality product.
Cooking and Nutrition	Year 1 Can follow safe procedures for food safety and hygiene.
	Year 1 Using their knowledge of food and seasonal fruit and vegetables, can suggest healthy food combinations.
	Year 2 Can use appropriate tools for preparing seasonal fruit and vegetables,
	Year 2 Knows where different foods come from and which foods are healthy, including the creation of savoury dishes.
	Year 3 Can demonstrate hygienic food preparation and storage.
	Year 3 Begins to show more independence when preparing and cooking food
	Year 4 Can use a recipe to prepare and cook food
	Year 5 Understands why food, nutrition and the recipes we use has changed over time. (Thinking about the changes in seasonality and origins of food over time)
	Year 6 Shows increasing confidence when talking about food, it's origins and ways to prepare and eat food.
Evaluating processes and products	FS 2 Adapts work where necessary.
	Year 1 Begins to evaluate their product in relation to the purpose and design.
	Year 1 Can talk about their ideas and product, saying what they like and dislike and suggest possible changes
	Year 2 Evaluate their product by discussing how well it works in relation to the purpose.
	Year 2 Begins to evaluate their design process by asking questions about what they have made and how they have gone about it.
	Year 3 Can disassemble and evaluate familiar products.
	Year 4 Can evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose.</i>
	Year 5 Can evaluate their work both during and at the end of the assignment.
	Year 5 Can evaluate their products carrying out appropriate tests.
	Year 6 Can evaluate a product against the original design specification.
	Year 6 Can evaluate it personally and seek evaluation from others.
	Year 6 Can evaluate their products, identifying strengths and areas for development.
	Year 6 Can evaluate against their original criteria and suggest ways that their product could be improved.