

Drawing

I can draw simple shapes.



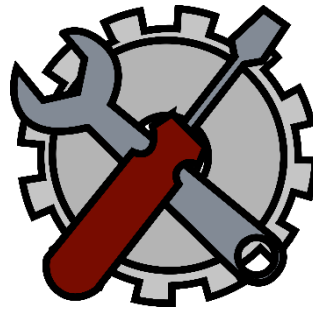
Make

I can join materials together

I can use different materials purposefully

I can explore how different materials and tools can be used in different ways

DT in Nursery



Evaluate

I can say what I made.

Key Vocabulary:

Scissors, cut, glue, hole punch, drawing Model, tools, cellotape, join, Model, tools, cellotape, join,



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Drawing

I can design from a given criteria.

I can draw my own design.



Make

I can describe how something works.

I can select appropriate tools and resources.

I can make a simple structure by joining the components together.

I can weave an over, under pattern.

DT in Reception



Evaluate

I can evaluate my design.

I can say what I like about it, and what I would like to change.

Key Vocabulary:

Structure, build plan, design, evaluate, fabric, material, tools, sew, weave,



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Design

I can design from a given criteria.

I can draw my own design.

Make

I can describe how something works.

I can select appropriate tools and resources.

I can cut and prepare fresh produce safely.

Textiles

I can sew and join fabrics using a running stitch.

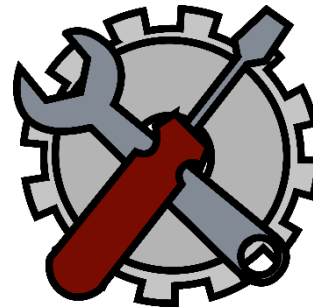
Food and nutrition

I can understand that food comes from plants or animals.

I can develop my chopping and peeling skills..

Design Technology in Year

1



Evaluate

I can evaluate my design.

I can say what I like about it, and what I would like to change.

Mechanisms

I can explore simple mechanisms, e.g. pop up books, moving pictures.

I can make a slider or hinge mechanism.

Structures

I can make a simple structure by joining the components together.

Key Vocabulary:

Structure, mechanism, plan, design, evaluate, textiles, nutrition.

Tools, knife, sew, needle, running stitch

Lever, slider, hinge.



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Design

I can develop my own ideas from a given starting point.

I can develop my own idea of what to do next.

Textiles

I can use a template to cut out shapes.

I can use a running stitch and a cross stitch.

Food and nutrition

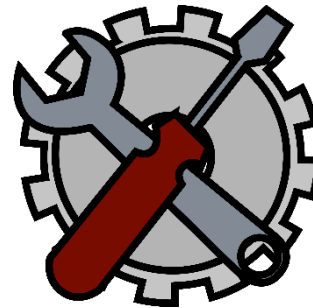
I can demonstrate good hygiene when working with food.

I know that food is farmed, grown, or caught.

I can begin to cut, peel, and grate independently.

Design Technology in Year

2



Make

I can make sure I chose the best tools and materials.

I can join materials and components together in different ways.

I can measure materials to use in a structure or model.

Evaluate

I can evaluate my design.

I can explain what went well and evaluate against a given criteria.

Mechanisms

I can explore winding mechanisms.

I can produce a moving vehicle.

I can use wheels and axles in my product.

Structures

I can make a structure.

I can think of ways to make my structure strong, stable and rigid.

Key Vocabulary:

Structure, mechanism, plan, design, evaluate, textiles, nutrition. Grate, peel, slice.

Tools, knife, sew, needle, running stitch, cross stitch, template. Axles, wheels, fixed,

loose, rigid, strong, stable



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Design

I can make sure my design meets a range of requirements.

I can use a step by step plan.

Make

I can use all the equipment safely

I can make my product look pleasing.

I can make cuts and holes accurately.

I can follow simple step by step instructions or recipe.

Textiles

I can independently join fabrics using a variety of stitches.

I can add buttons or decoration to my product.

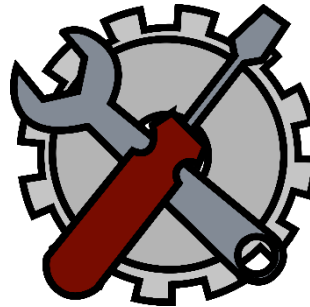
Food and nutrition

I Know that food is grown and farmed around the world.

I can use techniques such as peeling, grating and slicing when preparing a meal.

Design Technology in Year

3



Evaluate

I can make improvements to my design based on my evaluation.

Mechanisms

I can understand that a lever or pneumatic system creates movement.

I understand that a linkage is when two objects pull in an opposite direction.

I can make a product that moves using pneumatics.

Structures

I can independently make a structure.

I can strengthen and reinforce my product.

Key Vocabulary:

Structure, mechanism, plan, design, evaluate, textiles, nutrition. Grate, peel, slice.

Tools, knife, sew, needle, running stitch, cross stitch, template

Rigid, strong, stable, pneumatic, linkages,

Design

I can produce a plan and explain it to others.

I can take into account the ideas of others when designing a product.

I know how to present my product in an interesting way.

Make

I can select materials based on their properties.

I know how to be hygienic and safe

I can measure carefully to ensure I have not made mistakes.

Textiles

I can use a pattern to make a prototype.

I can sew with increasing independence.

Food and nutrition

I can adapt a recipe to make it taste different, or to change the quantities.

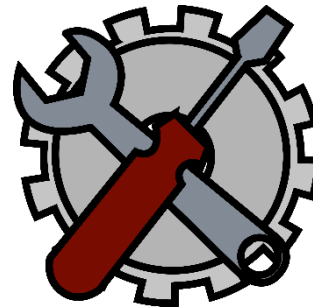
I can prepare and cook a savoury meal.

I can understand how to be hygienic when cooking.

I can use kneading, whisking techniques in my baking.

Design Technology in Year

4



Evaluate

I can suggest improvements and say what

I have improved from my original design.

I can evaluate based on appearance..

Mechanisms

I can independently incorporate levers, pulleys, linkages and pneumatic systems in my product.

I can incorporate electrical circuits into my mechanism.

Structures

I can use struts and girders in my model.

Key Vocabulary

Structure, mechanism, plan, design, evaluate, textiles, nutrition.

Hygiene, knead, whisk.

Prototype Rigid, strong, stable, pneumatic, linkages, electrical circuit, bulb, switch, struts, girders.



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Design

I can produce a detailed step by step plan.

I can suggest how my product will appeal to the audience.

I understand how key individuals have helped shape the world of Design Technology.

Make

I can expertly use a range of tools and equipment.

I can make a prototype of my product.

I can make a product finished to a very high standard and say how I have done this.

I can measure accurately to ensure everything is precise.

Key Vocabulary

Structure, mechanism, plan, design, evaluate, textiles, nutrition.

Cams, functional, cogs, gears, pulleys, innovative, aesthetics.

Kneading, peeling, chopping, grating, slicing.

Textiles

To be able to use pattern pieces to create products.

To be able to understand how to leave edging between my stiches and the fabric.

Food and nutrition

To be able to understand that seasons may affect the food that is available.

To be able to understand how food is processed to be eaten.

To be able to confidently use a range of techniques such as; peeling, chopping, slicing, kneading, grating and mixing.

Mechanisms

I can create a product that moves using cogs, cams or pulleys.

To be able to begin to understand how a cam makes movement.

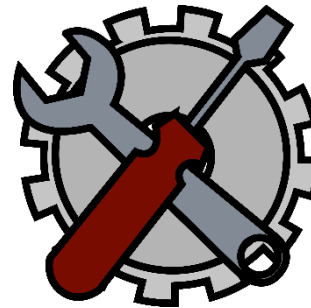
To be able to design and create a model that incorporates a cam movement.

Structures

To be able to build innovative, functional and appealing models.

To be able to use finishing techniques to strengthen the product, and to improve the look

Design Technology in Year 5



Evaluate

I can evaluate the appearance and function of my product against the original design criteria.

I can refine and improve my product.



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Design

I can use market research to inform my planning.

I can consider culture and society in my plan.

I can justify why my plan would work and why I have chosen selected materials.

I can follow and refine my plan.

I can think about how my product could be sold.

Make

I can produce an aesthetically pleasing and effective product using a range of media and techniques.

I can plan and make a meal when restricted by given criteria. E.g. sugar content, cost.

I can make a prototype of my product.

Key Vocabulary

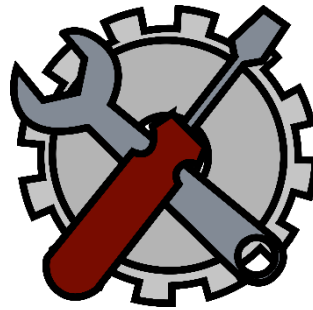
Structure, mechanism, plan, design, evaluate, textiles, nutrition.
Aesthetics, prototype, market research, computer aided design.
Cross bracing, functional, innovative. Hygienically.

Textiles

To be able to pin and tack fabrics together.

To be able to join fabrics confidently using a range of stitches. E.g. Blanket, running.

Design Technology in Year 6



Evaluate

I can test my final product.

I can evaluate a range of existing products.

Food and nutrition

To be able to use my knowledge to prepare and cook a variety of recipes.

To be able to cook hygienically.

To be skilled at chopping, slicing, grating,

Mechanisms

I can create movement within an electrical circuit and use simple control mechanisms.

To develop a deeper understanding of how a cam, pulley, and gears create movement.

To create and use prototypes with greater independence

Structures

To be able to build innovative, functional and appealing models.

To be able to use cross bracing.

