



St. James' Church of England Primary Academy

KS1 DT SKILLS

Year 1 – Design and Technology		Year 2 – Design and Technology	
Term 2 – Textiles Term 3 – Materials Term 4 – Mechanisms Term 5 – Construction Term 6 – Cooking		Term 2 – Textiles Term 3 – Materials Term 4 – Mechanisms Term 5 – Construction Term 6 – Cooking	
National Curriculum objectives When designing and making, pupils should be taught to: Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
Design	<ul style="list-style-type: none"> I can have my own ideas. I can explain what I want to do. I can explain what my product is for, and how it will work. I can use pictures and words to plan and begin to use models. I can design a product for myself, following design criteria. I can research similar existing products. 		<ul style="list-style-type: none"> I can have my own ideas and plan what to do next. I can explain what I want to do and describe how I may do it. I can explain purpose of product, how it will work and how it will be suitable for the user. I can describe design using pictures, words, models, diagrams and begin to use ICT. I can design products for myself and others following design criteria. I can choose the best tools and materials to use and explain my choices. I can use my knowledge of existing products to produce ideas.
Make	<ul style="list-style-type: none"> I can explain what I am making and why. I can consider what I need to do next. I can select tools and equipment to cut/shape/join/finish and explain my choices. I can measure, mark out, cut and shape with support. I can choose suitable materials and explain my choices. I can try to use finishing techniques to make my product look good. I can work in a safe and hygienic manner. 		<ul style="list-style-type: none"> I can explain what I am making and how it is fit for purpose. I can make suggestions as to what I need to do next. I can join materials/components together in different ways. I can measure, mark out, cut and shape materials and components with support. I can describe which tools I am using and why. I can choose suitable materials and explain my choices depending on characteristics. I can use finishing techniques to make my product look good. I can work safely and hygienically.



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Evaluate	<ul style="list-style-type: none"> • I can talk about my work, linking it to what I was asked to do. • I can talk about existing products considering: use, materials, how they work, audience and where they might be used. • I can talk about existing products, and say what is and isn't good. • I can talk about things that other people have made. • I can begin to talk about what could make a product better. 	<ul style="list-style-type: none"> • I can describe what went well, thinking about the design criteria. • I can talk about existing products considering: use, materials, how they work, audience, where they might be used and express my personal opinion. • I can evaluate how good existing products are. • I can talk about what I would do differently if I were to do it again and why.
Technical knowledge Materials/ Structure	<ul style="list-style-type: none"> • I can begin to measure and join materials, with some support. • I can describe differences between materials. • I can suggest ways to make a material/product stronger. 	<ul style="list-style-type: none"> • I can measure materials. • I can describe different characteristics of materials. • I can join materials in different ways. • I can use joining, folding and rolling to make materials stronger. • I can use my own ideas to make a product stronger.
Technical knowledge Mechanisms	<ul style="list-style-type: none"> • I can begin to use levers and slides. 	<ul style="list-style-type: none"> • I can use levers or slides. • I can begin to understand how to use wheels and axels.



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<p>Technical knowledge</p> <p>Textiles</p>	<ul style="list-style-type: none"> • I can measure, cut and join textiles to make a product, with some support. • I can choose suitable materials. 	<ul style="list-style-type: none"> • I can measure textiles. • I can join textiles together to make a product, and explain how I did it. • I can carefully cut textiles to produce accurate pieces. • I can explain choices of textile. • I can understand that 3D textile structure can be made from two identical fabric shapes.
<p>Technical knowledge</p> <p>Food and nutrition</p>	<ul style="list-style-type: none"> • I can describe textures. • I can wash my hands properly and clean surfaces before working with food. • I can think of interesting ways to decorate food. • I can say where some foods come from (i.e. plant or animal). • I can describe differences between some food groups (i.e. sweet, vegetables). • I can discuss how fruit and vegetables are healthy. • I can cut, peel and grate safely, with support. 	<ul style="list-style-type: none"> • I can explain hygiene and keep a hygienic kitchen. • I can describe properties of ingredients and the importance of a varied diet. • I can say where food comes from (animal, underground etc). • I can describe how food is farmed, home grown, caught. • I can draw an eat-well plate and explain the groups of food. • I can describe 'five a day'. • I can safely cut, peel and grate with increasing confidence.