



St. Francis Xavier's RC Primary School

Design Technology

	Autumn	Spring	Summer
Reception	<p><u>Bees</u></p> <p>Make a bee using a range of materials, textures and paint.</p> <p>Make bug hotel- using reels, tyres (Pinterest) for Welly Garden.</p> <p>Recipes using honey. Tasting cereal with honey- describe the taste.</p> <p>40-60 months Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><u>Early learning goal- Materials</u></p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><u>Early learning goal- Materials</u></p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
Year One	<p><u>Fabric faces</u></p> <p>Design Draw on their own experience to help generate ideas</p> <p>Skills With help measure, mark out, cut and shape a range of materials Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape, cotton</p> <p>Evaluate Evaluate their products as they are developed, identifying strengths and possible changes they</p>	<p><u>Pirate's packed lunch (materials)</u></p> <p>Design Develop their design ideas applying findings from their earlier research Use tools eg scissors and a hole punch safely</p> <p>Skills With help measure, mark out, cut and shape a range of materials Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Evaluate</p>	<p><u>3D Castles</u></p> <p>Design Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make</p> <p>Skills With help measure, mark out, cut and shape a range of materials Use tools eg scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods</p>



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	<p>might make</p> <p><u>Christmas sweets</u></p> <p>Skills Use basic food handling, hygienic practices and personal hygiene</p> <p>Evaluate Evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose and against the brief</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p><u>Weaving bracelets</u></p> <p>Skills Use simple finishing techniques to improve the appearance of their product Make their design using appropriate techniques</p>	<p>Evaluate Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p><u>Fruit salad</u></p> <p>Skills Select and use appropriate fruit and vegetables, processes and tools</p>
Year Two	<p><u>Boats</u></p> <p>Design Develop their design ideas through discussion, observation, drawing and modelling Identify simple design criteria (waterproof/ floating)</p> <p>Skills Assemble, join and combine materials in order to make a product Measure, cut and score with some accuracy</p> <p>Evaluate Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p><u>Jewish bread</u></p> <p>Skills Follow safe procedures for food safety and hygiene</p>	<p><u>Hot cross buns</u></p> <p>Skills Follow safe procedures for food safety and hygiene</p> <p><u>Great fire of London: Houses</u></p> <p>Design Make simple drawings and label parts</p> <p>Skills Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Choose and use appropriate finishing techniques Joins/ hinges</p> <p>Evaluate Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p><u>Sewing coasters</u></p> <p>Design Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make</p> <p>Skills Use basic sewing techniques</p> <p>Evaluate Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>



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	<p>Evaluate Talk about their ideas, saying what they like and dislike about them</p>		
Year three	<p><u>Stone age houses</u> Design Identify a purpose and establish criteria for a successful product. Make drawings with labels when designing</p> <p>Skills Work safely and accurately with a range of simple tools Select tools and techniques for making their product</p> <p>Evaluate Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p><u>Stone age Berry Stew</u> Skills Demonstrate hygienic food preparation and storage</p> <p><u>Christmas tree light puppet</u> Design Plan the order of their work before starting</p> <p>Skills Select tools and techniques for making their product Measure, mark out, cut, score and assemble</p>	<p><u>Photo Frame</u> Design Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product.</p> <p>Skills Think about their ideas as they make progress and be willing change things if this helps</p> <p>Evaluate Evaluate familiar products Peer evaluation</p>	<p><u>Roman Catapult</u> Design Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing</p> <p>Skills Use finishing techniques strengthen and improve the appearance of their product Measure, mark out, cut, score and assemble components with more accuracy Evaluate Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>



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	components with more accuracy Evaluate Evaluate their product against original design criteria		
Year four	<p><u>Chocolate bars</u> Design Generate ideas, considering the purposes for which they are designing Evaluate products and identify criteria that can be used for their own design</p> <p>Skills Weigh and measure ingredients Begin to understand and discuss basic principles of food hygiene</p> <p>Evaluate Evaluate their work both during and at the end of the assignment Evaluate their product by carrying out appropriate tests</p> <p><u>Digestive system in a shoe box</u> Design Make labelled drawings from different views showing specific features Measure, mark out, cut and shape a range of materials</p> <p><u>Mince pies</u> Skills</p>	<p><u>Wooden cars with electrical circuits</u> Design 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>Skills Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways</p> <p>Evaluate Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests</p>	



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	<p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p>		
Year 5	<p><u>Reusable bags</u></p> <p>Design Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design</p> <p>Skills Sew using a range of different stitches, weave and knit Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Evaluate Evaluate a product against the original design specification</p>	<p><u>Levers and pullies</u></p> <p><u>Moving toys</u></p> <p>Skills Cut and join with accuracy to ensure a good-quality finish to the product Select appropriate materials, tools and techniques</p>	<p><u>Greek cuisine</u></p> <p>Design Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Skills Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Make modifications as they go along understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Evaluate Evaluate it personally and seek evaluation from others</p>
Year 6	<p><u>Global food (South America)</u></p> <p>Design Recognise the importance of healthy ingredients on the body</p> <p>Skills</p>	<p><u>Marble Maze</u></p> <p>Design Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p>	<p><u>Bridges</u></p> <p>Design Communicate their ideas through detailed labelled drawings Develop a design specification</p>



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	<p>Make modifications as they go along understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Evaluate Evaluate their products, identifying strengths and areas for development</p>	<p>Skills Assemble components which make working models Use tools safely and accurately</p>	<p>Skills Construct products using permanent joining techniques</p> <p>Evaluate Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Tinkercad (computing)</p>
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