

Salehurst KS1 DT Key Skills

	Year 1	Year 2
Developing, planning and communicating ideas	Children will be taught: - To use what they know and have learnt to generate ideas for their designs - To communicate what they have found out about existing products e.g. how they work, materials used etc - To design products that match a given purpose e.g. a free-standing photo-frame, a sandwich to take on a beach picnic etc - To suggest ideas and explain what they are going to do through talking and drawing - To explore a range of possibilities before planning their design e.g. experimenting with different ways of attaching paper to a tube: tape, glue, paper clips, staples...	Children will be taught: - To use what they know and have learnt to generate ideas for their designs - To communicate their design ideas using different means e.g. discussion, drawing, modelling, writing - To label their designs - To design products that match a given purpose <u>and</u> user e.g. a sandwich <i>for a child</i> to take on a beach picnic - To explore a range of possibilities before planning their design e.g. experimenting with different construction sets to see which makes the most stable structure
Working with tools, equipment, materials and components to make quality products	Children will be taught: - To make their designs using appropriate techniques - To begin to build structures, exploring how they can be made stronger, stiffer and more stable - To explore and use simple mechanisms e.g. levers, sliders, wheels in their products - How to cut and shape materials (paper, card, fabric...) - How to use simple tools like scissors and hole punches safely and effectively - How to assemble, join and combine materials and components using a variety of temporary methods e.g. tape, glue etc	Children will be taught: - To begin to identify the equipment they will need in order to make their products - To use the correct vocabulary to name and describe tools - To build structures exploring how they can be made stronger, stiffer and more stable - With help, how to measure, mark out, cut and shape materials (paper, card, fabric, wood...) - How to use a wider range of tools e.g. knives, hammers etc safely and effectively - How to assemble, join and combine materials in order to make a product - Basic sewing techniques
Evaluating processes and products	Children will be taught: - To talk about what they like/dislike about existing products - To talk about what they are pleased with in regards to their product - To talk about what they could do better next time with regards to their product	Children will be taught: - To talk about what they like/dislike about existing products - To talk about how existing products meet given design criteria - To describe a positive element of their finished product - To describe an element that they think needed improving in their finished product - To talk to a friend about their opinion of their product

Food and nutrition	Children will be taught: - To begin to understand that all food comes from plants or animals - That food has to be farmed, grown or caught - About the five food groups - That we should eat at least five portions of fruit and vegetables everyday - How to prepare a simple dish safely and hygienically without using a heat source - How to begin to carry out simple techniques such as cutting, peeling or grating	Children will be taught: - That all food comes from plants or animals - That all food has to be farmed, grown or caught - How to name and sort food into the five groups in 'The Eat Well' plate - That we should eat at least five portions of fruit and vegetables every day - How to prepare a simple dish safely and hygienically without using a heat source - How to use techniques such as cutting, peeling and grating with increasing skill
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Salehurst Lower KS2 DT Key Skills

	Year 3	Year 4
Developing, planning and communicating ideas	Children will be taught: - The design process: identification of product criteria>evaluation of existing products>generation of possible designs>testing of possible designs>generation of final design>generation of product>evaluation of finished product - To begin to recognise how well existing products have been designed, made, what materials have been used, construction techniques etc - To identify the target group for existing products e.g. boys or girls, adults or children, people who are interested in keeping healthy... - About inventors, designers, engineers, chefs or manufacturers who have made successful products - To design products that match the purpose, user and one other criteria e.g. their bag must be decorated, their sandwich must include two fillings... - To generate four possible designs for their product, all of which meet the given design criteria - To label their designs - To identify the best of their possible designs after evaluating all of the possibilities - To generate a final design	Children will be taught: - To talk through the design process: identification of product criteria>evaluation of existing products>generation of possible designs>testing of possible designs>generation of final design>generation of product>evaluation of finished product - To recognise and describe how well existing products have been designed, made, what materials have been used, construction techniques etc - To begin to investigate finishing techniques - About inventors, designers, engineers, chefs or manufacturers who have made successful products - How to generate labelled drawings of existing products from different views, showing specific features - To design products that match the purpose, user and two other criteria e.g. their packaging must include a logo and have a main design that indicates what the contained product can do - To generate four possible designs for their product, all of which meet the given design criteria - To label their designs - To identify the best of their possible designs after evaluating all of the possibilities - To generate a final design explaining why they have chosen this design, e.g. most suitable material, most aesthetically pleasing etc

Working with tools, equipment, materials and components to make quality products	Children will be taught: • How to use a wider range of tools and techniques safely and effectively for making their products • To talk about their choice of tools and equipment in relation to the task they are using them for • To measure, mark out, cut, score, pin, join and assemble fabric/card/components with some degree of accuracy • To think about their ideas as their work progresses and be willing to change materials/tools/techniques as required in order to improve their work • How to reinforce and strengthen a 3D framework • Skills relating to textiles e.g. different sewing stitches, knitting or weaving	Children will be taught: • How to use a wider range of tools and techniques safely and effectively for making their products • How to measure, mark out, cut and shape a range of fabric/card/components using appropriate tools, equipment and techniques • About temporary and permanent joining techniques and the reasons for using each joining method • That mechanical and electrical systems require an input in order to work (i.e. energy) and that the elements of the system work together (the process) to generate an output (e.g. a bulb lighting) • How mechanical systems such as levers and linkages or pneumatic systems create movement • How simple electrical circuits and components can be used to create functional products
Evaluating processes and products	Children will be taught: • To disassemble and evaluate existing products, outlining how they do/don't meet intended purpose • To start to evaluate their product against original design criteria • To evaluate the work of their peers, identifying a strength and an improvement • To record a peer's evaluation of their work in their end-of-product evaluation	Children will be taught: • To disassemble and evaluate existing products, outlining how they do/don't meet intended purposes • To evaluate their work, both during and at the end of the making process • To evaluate the work of their peers, identifying a strength and an improvement • To record a peer's evaluation of the work in their end-of product evaluation
Food and nutrition	Children will be taught: • To begin to understand that food is grown (e.g. tomatoes, wheat, potatoes...), reared (chickens, cows...) or caught (fish) in the UK, Europe and the wider world • To understand how to prepare and cook healthy (predominately savoury) dishes safely and hygienically, using a heat source where appropriate • How to use a widening range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • To begin to understand that a healthy diet is made up of a balanced variety of different foods from the 'Eat Well' plate • To begin to understand that to be active and healthy, our bodies need energy which we get from food	Children will be taught: • That food is grown (e.g. tomatoes, wheat, potatoes...), reared (chickens, cows...) or caught (fish) in the UK, Europe and the wider world • To understand how to prepare and cook healthy (predominately savoury) dishes safely and hygienically, using a heat source where appropriate • How to confidently use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • To know that a healthy diet is made up of a balanced variety of different foods from the 'Eat Well' plate • To know that to be active and healthy, our bodies need energy which we get from food

Salehurst Upper KS2 DT Key Skills

	Year 5	Year 6
Developing, planning and communicating ideas	Children will be taught: - To begin to plan what they need to do in each stage of the design process: identification of product criteria>evaluation of existing products>generation of possible designs>testing of possible designs>generation of final design>generation of product>evaluation of finished product - To recognise and describe how well existing products have been designed, made, what materials have been used, construction techniques etc - To use ICT to research existing products - About finishing techniques and begin to include reference to these in their designs - To understand exploded diagrams - To start to understand whether products can be re-used or recycled - About inventors, designers, engineers, chefs or manufacturers who have made successful products - To design products that match the purpose, user and two other criteria e.g. their packaging must include a logo and have a main design that indicates what the contained product can do - To generate four possible designs for their product, all of which meet the given design criteria - To pick one of their possible designs after evaluating all of the possibilities, explaining why they have chosen this design - To generate a final design - How to generate labelled drawings of their intended design from different views, showing specific features - To consider what they might do if their design fails	Children will be taught: - To independently plan what they need to do in each stage of the design process: identification of product criteria>evaluation of existing products>generation of possible designs>testing of possible designs>generation of final design>generation of product>evaluation of finished product - To recognise and describe how well existing products have been designed, made, materials used, construction techniques etc - To describe whether elements of products can be re-used or recycled - Start to understand how much products cost to make, how sustainable they are and the impact they have beyond their intended purpose - About inventors, designers, engineers, chefs or manufacturers who have made successful products - To design products that match the purpose, user and three other criteria e.g. their packaging must include a logo, pictorial instructions and a main design that indicates what the contained product can do - To generate four designs for their product, all of which meet the given design criteria - To use ICT to research ideas that they can include in their designs - How to generate labelled drawings of their intended designs, showing specific features - To include another person in evaluating their possible designs - To pick one of their possible designs after evaluating all of the possibilities, explaining why they have chosen this design and incorporating a suggestion from another person - To generate a final design, including an exploded diagram and identifying finishing techniques - To describe what they will do if their design fails
Working with tools, equipment, materials and components to make quality products	Children will be taught: - How to select appropriate materials, tools and techniques e.g. those that allow them to cut, shape, join and finish their products - How to select from and use a wider range of materials and components according to their functional and aesthetic properties - How to use finishing techniques to strengthen and improve the	Children will be taught: - How to select and use appropriate tools, materials, components and techniques - How to use tools safely and accurately - How to assemble components to make working models - How to use computers to program, monitor and control their

	appearance of their products using a range of equipment, including ICT • How to measure and mark out more accurately • How to pin, sew and stitch materials together to create a product • How to use pattern pieces (sewing related) • How to weigh and measure accurately (time, dry ingredients, liquids etc)	products • How to make modifications to their products as their work progresses • How more complex electrical circuits and components can be used to create functional products • How computers can be used to program, monitor and control products • How mechanical systems such as cams, pulleys, gears, levers and linkages create movement • How to weigh and measure accurately (time, temperature, dry ingredients, liquids etc)
Evaluating processes and products	Children will be taught: • To disassemble and evaluate existing products, outlining how they do/don't meet intended purposes • To evaluate the key designs of individuals in DT and begin to recognise how they have helped to shape the world • To evaluate their products, both during and at the end of the making process, carrying out appropriate tests and identifying strengths and areas for development	Children will be taught: • To disassemble and evaluate existing products, outlining how they do/don't meet intended purposes • To evaluate the key designs of individuals in DT and describe how they have helped to shape the world • To evaluate their products, both during and at the end of the making process, carrying out appropriate tests and identifying strengths and areas for development • To include labelled drawings in their evaluations
Food and nutrition	Children will be taught: • That food is grown (e.g. tomatoes, wheat, potatoes...), reared (chickens, cows...) or caught (fish) in the UK, Europe and the wider world • To begin to recognise that seasons may affect the foods that are available • To begin to understand how food is processed into ingredients that can be eaten or used in cooking • How to prepare and cook (predominantly savoury) dishes safely and hygienically, using a heat source where necessary • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • To begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health	Children will be taught: • That food is grown (e.g. tomatoes, wheat, potatoes...), reared (chickens, cows...) or caught (fish) in the UK, Europe and the wider world • To understand that seasons may affect the foods that are available • To understand how food is processed into ingredients that can be eaten or used in cooking • How to prepare and cook (predominantly savoury) dishes safely and hygienically, using a heat source where necessary • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • To understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health