



Kingskerswell Church of England Primary School

DT AGE RELATED EXPECTATIONS

DT YEAR 1

- I can design an appealing product based on design criteria.
- I can generate and communicate my idea.
- When making, I can use tools and equipment to carry out practical tasks (e.g. cutting, shaping, joining, finishing).
- When making, I can use materials and components (e.g. construction materials, textiles and ingredients).
- I can talk about my own ideas and products against design criteria.
- I can build structures, exploring how they can be made stronger and more stable.
- When learning about food and nutrition, I can show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety.

DT YEAR 2

- I can design a purposeful, functional, appealing product for a specific user based on design criteria.
- I can generate, develop and communicate my ideas.
- When making, I can choose and use a range of tools and equipment to carry out practical tasks (eg cutting, shaping, joining, finishing).
- When making, I can choose and use a range of materials and components (including construction materials, textiles and ingredients).
- I can evaluate my own ideas and products against design criteria.
- I can evaluate the existing products of other people.
- I can build structures, exploring how they can be made stronger, stiffer and more stable.
- I can explore and use mechanisms in my products (eg levers, sliders, wheels, axles).
- When learning about food and nutrition, I can show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety.
- When preparing and handling food, I can show they can cut, weigh, measure, bake and use of skills at an age-appropriate level.
- When preparing and handling food, I can show I can cut, weigh, measure, bake and use of skills at an age-appropriate level.

DT
YEAR 3

- I can use existing products and design criteria to help them design a purposeful, functional, appealing product for a specific user.
- I can generate, develop and communicate my ideas using sketches.
- When making, I can use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining, finishing).
- When making, I can choose and use a range of materials and components (including construction materials, textiles and ingredients) according to my properties.
- I can investigate and evaluate the existing products of other people.
- I can evaluate my ideas and products against design criteria and consider how they can improve my work.
- I can begin to understand and use electrical systems in my products (e.g. circuits incorporating bulbs, buzzers and motors).
- When learning about food and nutrition, I can show I have knowledge, skills and understanding at an age- appropriate level: diet; food origins; food choice; food labelling; food safety.
- When preparing and handling food, I can show I can cut, weigh, measure, bake and use of skills at an age-appropriate level.

DT
YEAR 4

- I can research design criteria to inform the design of functional, appealing products that are aimed at a particular audience.
- I can generate, develop and communicate my ideas through discussion and annotated sketches.
- When making, I can select from and use a wider range of tools and equipment to perform practical tasks. (eg cutting, shaping, joining, finishing)
- When making, I can choose and use a wider range of materials and components (including construction materials, textiles and ingredients) according to my properties.
- I can investigate and analyse similar existing products.
- I can evaluate my ideas and products against design criteria and consider the views of others to improve my work.
- I can understand and use electrical systems in my products (eg series circuits, incorporating switches, bulbs, buzzers and motors).
- When learning about food and nutrition, I can show I have knowledge, skills and understanding at an age- appropriate level: diet; food origins; food choice; food labelling; food safety.
- When preparing and handling food, I can show I can cut, weigh, measure, bake and use of skills at an age-appropriate level.

DT
YEAR 6

- I can research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals and groups.
- I can generate, develop and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design.
- When making, I can select from and use a wider range of tools and equipment to perform practical tasks. (eg cutting, shaping, joining, finishing)
- When making, I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their functional properties and aesthetic qualities.
- I can investigate and analyse a range of existing products.
- I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.
- I understand how key events and individuals in design and technology have helped change the world.
- I can apply my understanding of computing to program, monitor and control my products.
- I understand and use mechanical systems in my products (eg gears, pulleys, cams, levers and linkages).
- When learning about food and nutrition, I can show that I have knowledge, skills and understanding at an age- appropriate level: diet; food origins; food choice; food labelling; food safety.
- When preparing and handling food, I can show I can cut, weigh, measure, bake and use of skills at an age-appropriate level.

