

DT Pathway



| | Nursery | Reception | Reception/Year 1 | Year 1/Year 2 | Year 2 | Expectation |
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| <p>DESIGN</p> <p>Thinking</p> <p>Planning</p> <p>Talking</p> <p>Observing</p> <p>Sketching</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Can I think of some ideas of my own?</p> <p>Can I use pictures and words to plan?</p> <p>Can I design a product for myself following design criteria?</p> <p>Can I explain what I am making?</p> <p>To explore characteristics of everyday objects & shapes and to use mathematical language to describe them when engaged in design process</p> | <p>Can I think of some ideas of my own?</p> <p>Can I explain what I want to do?</p> <p>Can I describe my design by using pictures, model mock-ups and words?</p> <p>Can I design a product for others and myself following design criteria?</p> <p>Can I explain what I am making and why?</p> | <p>Can I think of ideas and plan what to do next?</p> <p>Can I describe my design by using pictures, diagrams, model mock-ups, words and ICT?</p> <p>Can I design a product for others following design criteria</p> <p>Can I explain what I am making and why my audience will like it?</p> | <p>DESIGN</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through an appropriate medium, e.g. talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> |
| <p>MAKE</p> <p>Selecting (materials)</p> <p>Processing (cutting / folding)</p> | <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> | <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> | <p>Can I select tools and equipment to cut, shape, join and finish?</p> <p>Can I choose the right materials?</p> | <p>Can I select tools and equipment to cut, shape, join and finish?</p> <p>Can I describe which tools I am using and why?</p> | <p>Can I choose the best tools and materials?</p> <p>Can I give a reason why these are best tools or materials?</p> | <p>MAKE</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting,</p> |

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| <p>Using Assembling</p> | <p>Join different materials and explore different textures.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Choose the right resources to carry out their own plan.</p> | | <p>Can I think of interesting ways of decorating food I have made, e.g. cakes?</p> | <p>Can I choose materials and explain why they are being used?</p> | <p>Can I join things (materials/ components) together in different ways?</p> <p>Can I choose materials and explain why they are being used depending on their characteristics?</p> | <p>shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> |
| <p><u>EVALUATE</u></p> <p>Reflecting</p> <p>Comparing</p> <p>Judging</p> <p>Critiquing</p> | <p>Can I talk about my own work?</p> | <p>Can I talk about my own work?</p> | <p>Can I talk about my own work?</p> <p>Can I talk about existing products and say what is good and not so good about them?</p> | <p>Can I describe how existing products work? (when linking to quality)</p> <p>Can I talk about my own work linked to what I was asked to do?</p> <p>Can I talk about my own work and things that other people</p> | <p>Can I give a reason why the materials / tools I used are best?</p> <p>Can I describe what went well with my work?</p> <p>Can I evaluate what I would do differently if I did it again and why?</p> | <p><u>EVALUATE</u></p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> |

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| | | | | have done? (peer evaluation) | Can I judge my work against the design criteria? | |
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| <p><u>TECHNICAL KNOWLEDGE</u></p> <p>Applying (knowledge)</p> <p>Demonstrating (understanding)</p> <p>Sequencing – (identifying the sequence of logical steps in order to build structure)</p> <p>Recognising / identifying (properties)</p> | | | <p>Construction:</p> <p>Can I say how to make products stronger?</p> <p>Can I use levers or slides in my work?</p> <p>Cooking and nutrition:</p> <p>Can I cut food safely? <i>(linked with health and safety awareness during making process)</i></p> <p>Can I use technical vocabulary – e.g. describe the texture of foods?</p> <p>Can I wash their hands and make sure that surfaces are clean?</p> <p>Can I think of interesting ways of decorating food I</p> | <p>Use of materials:</p> <p>Can I measure materials to use in a model or structure?</p> <p>Can I join material in different ways?</p> <p>Can I use joining, folding or rolling to make it stronger?</p> <p>Can I use levers or slides in my work?</p> <p>Cooking and nutrition:</p> <p>Can I describe the properties of the ingredients I am using and why it is important to be varied in my diet?</p> <p>Can I explain what it means to be hygienic?</p> <p>Can I keep a hygienic kitchen?</p> | <p>Mechanisms:</p> <p>Can I join materials together as part of a moving product?</p> <p>Can I add a specific design to my product?</p> <p>Can I use axels and wheels in my work?</p> <p>Textiles:</p> <p>Can I measure textiles?</p> <p>Can I join textiles together to make something?</p> <p>Can I cut textiles?</p> <p>Can I explain why they chose a certain textile?</p> | <p>Technical knowledge:</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p>Cooking and Nutrition:</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> |

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| | | | have made, e.g. cakes? Can I say what healthy foods are? Can I say where some food comes from? | Can I say where food comes from i.e. animals, underground, over ground etc? | | |
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End of KS Expectations: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.