

Aims of a Designer leaving our school

- Be confident to use their technical knowledge in designing and making products
- Be able to evaluate their products and those of others against set design criteria
- Have a basic understanding of a healthy diet and be able to apply this in menu planning
- Have basic skills for food preparation

Sequence of Learning – Design

Reception

- Show accuracy and care when drawing simple diagrams
- Create simple **plans** and **models** to develop their own products
- Select and use appropriate materials for **design** criteria

Year 1

- Describe what the **products** are, what and who they are for and what **mechanisms** they are using
- Use simple **design** criteria to help develop their ideas
- Use knowledge of existing **products** to help come up with ideas
- Develop and communicate ideas by talking and drawing
- Model ideas by exploring **materials**, components (**parts**) and by making templates and mock ups
- **Design** models using 2Design and Make

Year 2

- Say how their **products** will work
- Say how they will make their **products** suitable for their intended **users**
- Describe what the **products** are for and what different **mechanisms** they are using
- Use simple **design criteria** to help develop their ideas
- Use knowledge of existing **products** and their own experiences to help come up with ideas
- Develop and communicate ideas by talking and drawing with simple labels and captions
- Model ideas by exploring **materials**, components and **construction** kits and by making templates and mock ups
- Design **models** using 2Design and Make

Sequence of Learning – Make

Reception

- Use a dominant hand for mark making and use of **tools: scissors, hole punches, glue sticks, treasury tags, staplers**
- Use a tripod grip with good pressure and control when using **pencils, pens** and **crayons**
- Use scissors in their dominant hand to cut **straight, wavy** and **zig-zag** lines on paper and card
- Use a **glue stick** and **junk modelling** materials for an identified **purpose**
- Use scissors in their dominant hand to cut regular and irregular shapes on paper and card for an identified **purpose**

Year 1

- With support follow a simple plan to make the product
- Select from a range of tools and equipment to construct the design (**glue stick, masking tape, scissors, hole punches, treasury tags, split pins, needles**)
- Choose from a range of construction **materials** and components (**parts**) including **axels, wheels & boxes** according to their characteristics
- Cut, shape, assemble and **join** materials and components including **stitching** textiles
- Use finishing techniques (eg adding decoration)
- Follow procedures for **safety**

Year 2

- Independently follow a plan with step by step instructions and images
- Select from a range of tools and equipment (**saw, glue gun, masking tape, Sellotape, scissors, hole punches, split pins, treasury tags, needles**) and explain their choices
- Select from a range of **materials** and components according to their characteristics and explain their choices
- Follow procedures for **safety**
- Use a range of **materials** and components, including **construction** materials and kits, **textiles** and **mechanical** components including **sliders, levers, hinges, wheels** and **axels**
- Measure, mark out, cut and shape **materials** and components
- Join **textiles** using basic running **stitch** (Enhancement: Backstitch)
- **Assemble** and **join** materials and components
- Use finishing techniques (eg adding decoration or applying art and design skills)

Sequence of Learning – Evaluate

Reception

- Share their products explaining how they made it and what they used (using language **build, stick, cut, join, move, staple, hole punch**)

Year 1

- Give an opinion about their **products** against **design criteria**
- As they work, start to identify possible changes they might make to **improve** their **design**
- Evaluate existing **products** for what they are, what they are for, how they work, what **materials** they are made from

Year 2

- Talk about their **design** ideas, what they are making and why they are making it
- Make simple judgements about their products explaining how and where they are meeting **design criteria**
- As they work, start to identify possible changes they might make to refine their design and explain why
- Evaluate existing products for what they are, who they are for, how they work, how they are used, where they are used, what materials they are made from

Sequence of Learning – Technical Knowledge

Reception

- Explore using a **pencil, scissors** and small construction materials for **product design** including **wooden blocks, Duplo, junk modelling**
- Have a basic technical understanding of design in building **stable structures**
- **Safely** use and explore a variety of materials, **tools** and techniques, experimenting with **design** and function

Year 1

- Understand how to use **joining** to build simple **structures** exploring how they can be made **stronger, stiffer** and more stable by using **L-braces** and **flanges**
- Talk about and start to understand the simple working characteristics of materials and components including **wheels** and **axles**
- Discuss how to use different **tools safely**
- Use split pins to creating a turning mechanism

Year 2

- Build simple **structures** exploring how they can be made **stronger, stiffer and more stable**.
- Talk about and start to understand the simple working characteristics of **materials** and components
- Explore and create products using mechanisms, such as **levers, sliders, hinges, wheels and axels**

Sequence of Learning – Food Technology

Reception

- Use a range of cutlery: **knife, fork & spoon**
- Use personal experiences to talk about food that they do and do not like and explain why
- Understand that some food is more **healthy** to eat than others

Year 1

- Know that food can come from plants
- Know that food can be **farmed** or **grown**
- With support follow a simple **recipe**
- Follow procedures for **safety** and hygiene
- How to use techniques such as **cutting, pouring, measuring** and **grating**
- Choose from a range of **tools** and equipment (**grater, knife, measuring jug, spoon, whisk**)
- Combine a range of food **ingredients**
- Use the basic principles of a **healthy** and varied **diet** to plan and prepare dishes

Year 2

- Know that all food comes from plants or animals
- Know that food has to be farmed, grown or caught
- Name and sort foods into the 5 food groups
- With support follow a simple **recipe**
- Select from a range of tools and equipment (**grater, knife, measuring jug, spoon, whisk, peeler, juicer**) and explain their choices
- Follow procedures for **safety** and **hygiene**
- Use a range of food **ingredients**
- **Cut, peel, grate** and measure ingredients
- Use the basic principles of a **healthy** and varied **diet** to plan and prepare dishes