

I am a designer - Year 1 & 2

I can develop, plan and communicate ideas:

- Design appealing, functional products based on a design criteria and identify a clear purpose
- Communicate ideas with through talking, drawing , templates and mock-ups.
- Use some technical vocabulary



Evaluate my processes and products:

- Evaluate against my original plan
- Annotate my design as I work to adapt and improve
- Say what I like and dislike about my end product and suggest improvements
- Evaluate my product against existing products.

I can work with tools, materials and equipment to make quality products:

- Use vocabulary to name and describe tools and materials
- Measure, cut , shape join and finish using chosen tools. Such as scissors, glue, and staples.
- Learn to thread a needle and begin to use a running stitch.

Develop my technical knowledge:

- Build structures
- Explore ways that they can be made stiffer, stronger and more stable.
- Explore and use mechanisms such as lever, sliders, wheels and axles.

Work with food:

- Begin to understand the basic principles of a healthy diet.
- Begin to understand where food comes from.

I am a designer - Year 3 & 4

I can develop, plan and communicate ideas:

- Using research, design appealing, functional products that are fit for purpose, considering a target audience.
- Generate ideas through discussion, annotated diagrams, exploded diagrams and prototypes.



Evaluate my processes and products:

- Investigate a range of existing products
- Test my product against a success criteria and consider the opinions of others to help me improve

I can work with tools, materials and equipment to make quality products:

- Use increasingly correct vocabulary to describe a range of tools.
- Select from a wider range of tools such as pliers and sandpaper to cut, join and finish.
- Learn an increasing range of stitches and choosing one I am comfortable with to join fabric.

Develop my technical knowledge:

- Build increasingly more complex structures.
- Explore ways that they can be strengthened and stiffened.
- Explore and use mechanisms such as levers, and pulleys.
- Build electrical circuits incorporating bulbs and switches.
- Apply my understanding of computing to program my products.

Work with food:

- Understand and apply the principles of a varied and healthy diet.
- Understand seasonality and know where and how a variety of foods are grown.
- Prepare a variety of dishes beginning to use a range of cooking techniques.

I am a designer - Year 5 & 6

I can develop, plan and communicate ideas:

- Using research, design innovative, appealing, functional products that are fit for purpose, for a particular target audience.
- Generate ideas through discussion, annotated diagrams, cross sectional and exploded diagrams, prototypes and computer aided design.



I can work with tools, materials and equipment to make quality products:

- Use increasingly correct vocabulary to describe a wide range of tools.
- Select from a wider range of tools such as saws and hand drills to cut, join and finish
- Learn an increasing range of stitches and choosing an appropriate one to join fabric.

Develop my technical knowledge:

- Build increasingly more complex structures.
- Explore ways that they can be strengthened, stiffened. And reinforced.
- Understand and use mechanisms such as levers, pulleys, cams and linkages.
- Understand and use electrical circuits incorporating bulbs, switches, motors and buzzers.
- Apply my understanding of computing to program , monitor and control my products.

Evaluate my processes and products:

- Investigate and analyse a range of existing products
- Test my product against a success criteria and consider the opinions of others to help me improve.
- Understand how key events and individuals in design technology have shaped the world

Work with food:

- Understand and apply the principles of a varied and healthy diet.
- Understand seasonality and know where and how a variety of foods are grown, reared, caught and processed.
- Prepare a variety of predominantly savoury dishes using a range of cooking techniques.

I am an designer - Inspiration

Tools & Equipment to Consider:

KS1 - Card, Paper, Rulers, Scissors, Hole Punch, PVA Glue, Glue Sticks, Sellotape, Wheels & Axels, Masking Tape, fabric, Fabric Glue, Cutlery, Chopping board, Whisk, Sieve, Fruit, Vegetables

KS2 - Scoring Knife, Fabric Scissors, Hand Saw, Vice, Chisel, Hammer, File, Pins, Glue Gun, Food Processor, Blender, Nails, Nuts, Bolts, Motors, Circuits,

Key Vocabulary KS1

- Cut
- Measure
- Shape
- Glue
- Design
- Technology
- Product
- Purpose
- Outcome
- Evaluate
- Hygiene
- Assemble
- Join
- Ingredient
- Nutrition

Key Vocabulary KS2

- Construct
- Combine
- Stitch
- Weave
- Component
- Model
- Specification
- Criteria
- Technique
- Graphical
- Accuracy
- Investigate
- Modification
- Temporary
- Permanent

I am an designer - Greater Depth

Children are able to:

- Explain the ideas and influences behind their design
- Able to talk about the work of others, describing what they like and what they dislike and why.
- Recall and explain the process used in sequence to achieve a design.
- Describe the process of creating their design using relevant vocabulary i.e names of tools, techniques.
- Compare processes and explain why they have chosen one process over another. For example in modelling, I have chosen to use glue rather than tape or pins as I need to joints to be invisible on my end product.
- Able to constructively criticise the design of others, giving suggestion about how they would adapt the work and the result they would gain from their adaptations. For example in the egg drop challenge, I would use a softer material and a smaller container to allow less room for the egg to move.
- Able to peer share ideas and build upon them using others thoughts.
- Recall prior knowledge of tools, techniques and influences to inform new ideas and explain the reasoning behind this.
- Evaluate a piece, talking about what went well and why, any problems they encountered and what they would do differently in future designs.
- Able to explain their understanding to others