



# The Eliot Bank and Gordonbrock Schools Federation



## Design and Technology Expectations

	Design	Make	Evaluate	Technical knowledge
Reception	<ul style="list-style-type: none"> <li>Sp: I can participate in small or large group or one-to-one discussions and be able to offer my own ideas using newly learnt vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>EA&amp;D: I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</li> <li>FMS: I can use a range of small tools, including scissors, paint brushes and cutlery</li> <li>MS: I am confident to try new activities and show independence, resilience, and perseverance in the face of challenges</li> <li>BR: I can work and play fairly and take turns with others</li> </ul>	<ul style="list-style-type: none"> <li>EA&amp;D: I can share my creations, and be able to explain the process I have used</li> <li>UTW: I understand some important processes and changes in the natural world around me</li> <li>Sp: I can offer explanations for why things might happen</li> </ul>	<ul style="list-style-type: none"> <li>Sp: I am able to offer my own ideas using newly learnt vocabulary</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>I can generate ideas by drawing on my own experiences</li> <li>I can describe what my products are for</li> <li>I can develop and communicate ideas by talking and drawing</li> <li>I can model ideas by exploring materials</li> </ul>	<ul style="list-style-type: none"> <li>I can use practical skills and techniques follow procedures for safety and hygiene</li> <li>I can use a range of materials and components</li> <li>I can measure, mark out, assemble, join, combine, cut and shape materials and components</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my design ideas and what I am making.</li> <li>I can make simple judgments about my products and suggest improvements</li> <li>I can explore and evaluate a range of existing products</li> <li>I can describe what I like and dislike about products</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the simple working characteristics of materials and components</li> <li>I can explore the movement of simple mechanisms</li> <li>I can explore how freestanding structures can be made stronger, stiffer and more stable</li> <li>I know that food ingredients should be combined</li> </ul>

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Year 2	<ul style="list-style-type: none"> <li>• I can describe what products I am designing and making</li> <li>• I can describe what my products are for</li> <li>• I can use simple design criteria to help develop my ideas</li> <li>• I can model ideas by exploring materials</li> </ul>	<ul style="list-style-type: none"> <li>• I can select from a range of tools and equipment, explaining my choices</li> <li>• I can use a range of materials and components</li> <li>• I can measure, mark out, assemble, join, combine, cut and shape materials and components</li> <li>• I can use finishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• I can make simple judgments about my products and suggest improvements</li> <li>• I can explore and evaluate a range of existing products</li> <li>• I can describe what I like and dislike about products</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the simple working characteristics of materials and components</li> <li>• I can explore how a 3-D textiles product can be assembled</li> <li>• I know that food ingredients should be combined</li> <li>• I can use the correct technical vocabulary</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I can describe the purpose of my products</li> <li>• I can indicate the design features of my products</li> <li>• I can explain how particular parts of my products work</li> <li>• I can model ideas using prototypes, pattern pieces</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain my choice of tools and equipment</li> <li>• I can follow procedures for safety and hygiene</li> <li>• I can use a wider range of materials and components</li> <li>• I can apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the strengths and areas for development in my ideas</li> <li>• I can consider the views of others</li> <li>• I can investigate and analyse a range of existing products.</li> <li>• I understand how other products and ideas have shaped the world.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand materials have both functional properties and aesthetic qualities</li> <li>• I understand that materials can be combined</li> <li>• I understand how mechanical systems work</li> <li>• I understand how a single fabric shape can be used</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I can work confidently within a range of contexts</li> <li>• I can describe the purpose of my products</li> <li>• I can indicate the design features of my products</li> <li>• I can explain how particular parts of my products work</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain my choice of tools and equipment</li> <li>• I can explain my choice of materials and components</li> <li>• I can use a wider range of materials and components</li> <li>• I can apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the strengths and areas for development in my ideas</li> <li>• I can consider the views of others, including intended users, to improve my work</li> <li>• I can investigate and analyse a range of existing products</li> <li>• I understand how inventors, designers, engineers, chefs and manufacturers who have</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my understanding from science and maths to help design and make products that work</li> <li>• I understand that materials can be combined</li> <li>• I can use the correct technical vocabulary</li> <li>• I can use simple electrical circuits and components to create functional products</li> </ul>

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			developed ground-breaking products and shaped the world	<ul style="list-style-type: none"> <li>I know electrical systems have an input, process and output</li> <li>I can apply my knowledge how to make strong, stiff shell structures</li> <li>I know that food ingredients can be fresh, pre-cooked and processed</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can describe the purpose of my products and explain how particular parts of my products work</li> <li>I can indicate the design features of my products</li> <li>I can generate innovative ideas and carry out research</li> <li>I can use annotated sketches, cross-sectional drawings, exploded diagrams and computer-aided design to develop and communicate their ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can produce appropriate lists of tools, equipment and materials that I need and explain my choice</li> <li>I can explain my choice of materials and components</li> <li>I can accurately measure, mark out, cut shape, assemble, join and combine materials and components</li> <li>I can use techniques that involve a number of steps demonstrate resourcefulness when tackling practical problems</li> </ul>	<ul style="list-style-type: none"> <li>I can critically evaluate the quality of the design, manufacture and fitness for purpose of my products</li> <li>I can consider the views of others</li> <li>I can investigate and analyse a range of existing products</li> <li>I understand how inventors, designers and engineers who have developed ground-breaking products and how they have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>I can apply learning from science and maths to help design and make products that work</li> <li>I understand that materials can be combined and mixed</li> <li>I understand that mechanical systems have an input, process and output</li> <li>I can use the correct technical vocabulary</li> <li>I understand how mechanical systems</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>I can work confidently within a range of contexts</li> <li>I can indicate the design features of my products that will appeal to intended users</li> <li>I can explain how particular parts of my products work</li> <li>I can generate innovative ideas, carry out research, using a range of sources</li> <li>I can develop a simple design</li> </ul>	<ul style="list-style-type: none"> <li>I can explain my choice of tools, materials and components</li> <li>I can use a wider range of materials and components</li> <li>I can accurately apply a range of finishing techniques</li> <li>I can use techniques that involve a number of steps</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the views of others, including intended users, to improve my work</li> <li>I can critically evaluate the quality of the design, manufacture and fitness for purpose of my products</li> <li>I can investigate and analyse a range of existing products</li> <li>I understand how inventors, designers, engineers, chefs and manufacturers who have</li> </ul>	<ul style="list-style-type: none"> <li>I can apply learning from science and mathematics to help design and make products that work</li> <li>I understand that materials have both functional properties and aesthetic qualities</li> <li>I can use and apply the correct technical vocabulary</li> </ul>

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	<p>specification to guide my thinking</p> <ul style="list-style-type: none"> <li>• I can use annotated sketches, cross-sectional drawings, exploded diagrams and computer-aided design to develop and communicate my ideas</li> <li>• I can make design decisions</li> </ul>		<p>developed ground-breaking products and how they helped shape the world</p>	