

# Design Technology Summer Term - Skills

## Nursery:

### *Sunshine & Sunflowers*

-Explain the differences between materials and change- cooking and melting.

-Explore different joining techniques- split pins.

-Choose different tools carefully and safely.

-Snipping station- cutting skills.

## Year 1:

### *Chop, Slice and Mash*

-Sort foods into groups by whether they are from an animal or plant source.

-Describe textures.

-Wash hands and clean surfaces.

-Say where some foods come from.

- Talk about what other people have made.

## Year 3:

### *Greenhouse*

-Develop design criteria to inform a design.

-Explain the similarities and difference between the work of two designers.

-Explain how an existing product benefits the user.

-Use tools safely for cutting and joining materials and components.

-Plan which materials will be needed for a task and explain why.

-Incorporate a simple series circuit into a model.

-Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant.

-Suggest improvements to products and describe how to implement them, beginning to take the views of others into account.

## Year 5:

### *Ground Breaking Greeks*

-Explain how the design of a product has been influenced by the culture or society in which it was designed or made.

-Measure accurately enough to ensure precision.

-Ensure product is strong and fit for purpose.

-Begin to reinforce and strengthen a 3D frame.

-Produce a logical, realistic plan and explain it to others.

-Make design decisions considering time and resources.

-Mainly accurately measure, mark out, cut and shape.

-Evaluate quality of design while designing and making.

## Reception: *Sunshine and Sunflowers*

-Explore existing products to design sun hats and crop protectors.

-Children test, adapt and refine designs when making sun catchers.

## *Big Wide World*

-Explore construction kits and a range of resources to make vehicles.

-Food hygiene- making fruit kebabs and ice-cream.

## Year 2:

### *Cut, Stitch and Join*

-Explain how an everyday product could be improved.

-Measure textiles.

-Join textiles together and explain how to do it.

-Explain choices of textiles.

-Carefully cut textiles to produce accurate pieces.

-Design what went well thinking about design criteria.

## Year 4:

### *Tomb Builders*

-Select and use the most appropriate tools and techniques.

-Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.

-Make a strong, stiff structure.

-Explain how the product will work.

-Assemble, join and combine materials and components with some accuracy.

-Measure, mark out, cut and shape materials.

- Know about some key designers/inventors.

-Use design criteria to evaluate product.

## Year 6:

### *Make, Do and Mend*

-Analyse how an invention or product has significantly changed or improved people's lives.

-Come up with innovative design ideas.

-Follow and refine a logical plan.

-Make product attractive and strong.

-Understand that a single 3D textiles project can be made from a combination of fabric shapes.

-Create, follow and adapt detailed step-by-step plans.

-Investigate and analyse a range of existing products.

-Test and evaluate final product: explain what would improve it and the effect different products may have had.