

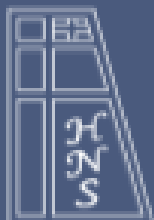


HOLY NAME CATHOLIC PRIMARY SCHOOL

Curriculum Milestones - Design and Technology

	End of KS1	End of Lower KS2	End of Upper KS2
Design	<p>To draw on their own experiences to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify target groups for what they are going to design and make.</p> <p>To model their ideas on card/paper</p> <p>To develop their ideas applying findings from their research.</p> <p>To generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify a purpose for what they design and make.</p> <p>To identify simple design criteria to make simple drawings and label parts.</p>	<p>To generate ideas for an item, considering its purpose and the user/s.</p> <p>To establish a purpose and criteria for a successful product.</p> <p>To plan the order of their work before starting.</p> <p>To explore, develop, and communicate design proposals by modelling ideas.</p> <p>To make drawings with labels when designing.</p> <p>To generate ideas considering the purposes for which they are designing.</p> <p>To make labelled drawings from different views showing specific features.</p> <p>To develop a clear idea of what has to be done, planning and using materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p>	<p>To generate ideas through brainstorming and identify a purpose for their product.</p> <p>To develop a clear idea of what has to be done, planning to use materials, and suggesting alternative ideas.</p> <p>To use results of investigations, information sources, including ICT when developing ideas.</p> <p>To model their ideas using prototypes and pattern pieces.</p> <p>To communicate their ideas through detailed labelled drawings to develop a design specification.</p> <p>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>To plan the order of their work, choosing appropriate tools and techniques.</p> <p>To carry out research, using, surveys, interviews, questionnaires and web based resources.</p> <p>To identify the individual needs of the groups.</p>
Make	<p>To make their design using appropriate techniques</p> <p>To make their designs using appropriate techniques.</p> <p>With help, measure, mark out, cut and shape a range of materials.</p> <p>To use tools e.g. scissors and a hole punch safely. To assemble, join and combine materials and components together using a variety of methods e.g. glue/ masking tapes.</p> <p>To use simple finishing techniques to improve the appearance of their product.</p> <p>To begin to select tools and materials; use vocabulary to name and describe them.</p> <p>To measure, cut and score with some accuracy. To use hand tools safely and with some accuracy.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To choose and use appropriate finishing techniques.</p>	<p>To select tools and techniques for making their product.</p> <p>To measure, mark out, cut, score and assemble components with more accuracy. To work safely and accurately with a range of simple tools.</p> <p>To think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment and the use of ICT.</p> <p>To select appropriate tools and techniques for making their product.</p> <p>To join and combine materials and components accurately in temporary or permanent ways.</p> <p>To sew, using a range of different stitches to weave and knit.</p> <p>To measure, tape or pin, cut and join fabric accurately.</p> <p>To use simple graphical communication techniques.</p>	<p>To use a wide range of appropriate tools, materials and techniques e.g. kits, textiles, food ingredients.</p> <p>To measure and mark out accurately.</p> <p>To use skills in using different tools and equipment safely and accurately.</p> <p>To weigh and measure accurately [time, ingredients, liquids]</p> <p>To cut and join with accuracy to ensure a good quality finish to a product.</p> <p>To generate innovative ideas.</p> <p>To select tools, materials, components, techniques appropriate to the task.</p> <p>To assemble components to make working models.</p> <p>To follow procedure for safety and hygiene.</p> <p>To construct models using permanent joining techniques.</p> <p>To make modifications as they work.</p> <p>To pin, sew and stitch materials together to create a product.</p> <p>To demonstrate resourcefulness when tackling practical problems.</p>

Success Takes Application, Resilience & Stickability
“Shine Like the STARS!”



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Evaluate	<p>To evaluate their product by discussing how well it works in relation to its purpose.</p> <p>To evaluate their products as they develop, identifying strengths and possible changes they may have to make.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>To evaluate against their design criteria.</p> <p>To talk about what they like about their ideas and dislike about their ideas.</p>	<p>To evaluate their product against the original design criteria e.g. how well it meets its intended purpose.</p> <p>To disassemble and evaluate familiar products.</p> <p>To evaluate their work, both during and after completion.</p> <p>To evaluate their product by carrying out appropriate tests.</p> <p>To know where products were designed and made.</p> <p>To know whether products can be recycled or reused.</p>	<p>To evaluate their product against their original design specification.</p> <p>To evaluate their product personally and seek evaluation from others.</p> <p>To investigate how much products cost to make, how sustainable they are and what impact they have beyond their intended use.</p> <p>To evaluate learning from Science and Mathematics can help design and make products that work.</p> <p>To identify strengths and areas for development in their products and carrying out appropriate tests.</p> <p>To record their evaluations using drawings and tables.</p> <p>To critically evaluate their design, and fitness for purpose of their design as they make it.</p> <p>To know that products have both functional and aesthetic qualities.</p> <p>To know that and understand that mechanical and electrical systems have an input and an output process.</p>
Cooking and Nutrition	<p>To begin to understand that all food comes from plants and animals.</p> <p>To know how to name and sort food into five groups in the Eatwell Plate.</p> <p>To know basic food handling, hygienic practices and personal hygiene.</p> <p>To select and use appropriate food and vegetables, processes and tools.</p> <p>To begin to identify where food groups come from [animals and plants]</p> <p>To know that food has to be farmed, grown elsewhere or caught.</p> <p>To know we should eat 5 portions of fruit and veg each day</p> <p>To know how to prepare simple dishes without a heat source both safely and hygienically.</p> <p>To know hoe to use techniques such as cutting, peeling and grating.</p>	<p>To demonstrate hygienic food preparation and storage</p> <p>To know that a healthy diet is made up from a variety and balance of different food and drink types, as depicted ion the Eatwell Plate.</p> <p>To know that to be healthy, food and drink are needed to provide energy for the body.</p>	<p>To apply the rules for basic food hygiene and other safe practices eg. Hazards relating to the use of ovens.</p> <p>To have an understanding of how food is grown, reared or caught in the UK.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, and where appropriately, using a heat source.</p> <p>To use a range of techniques when cooking such as peeling and chopping.</p> <p>To understand that different food and drinks contain different substances-nutrients-, water and fibre-that are needed for our health.</p> <p>To know that the seasons may affect the food available to us.</p> <p>To know that food is processed into ingredients that can be eaten or used in cooking.</p> <p>To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>

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