

# Savile Park Primary School

## Coverage in Design Technology



	Phase 1 Reception	Phase 2 Year 1 and 2	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
IEP Investigate existing products	<ul style="list-style-type: none"> <li>• Look at existing products either physically or pictures of them.</li> <li>• Discuss what they like and dislike about them.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a product is.</li> <li>• Say what a product is for.</li> <li>• Describe a product (who is it for, what is made from, how is it made, how it works).</li> <li>• Ask simple questions about a product.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to research and evaluate existing products.</li> <li>• Understand that products are designed for a purpose (e.g. a problem, an audience, an event).</li> <li>• Discuss how existing products might be improved and how well they meet the needs of the user.</li> <li>• Begin to use research to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evaluate existing products giving reasons for the decisions of the designers.</li> <li>• Analyse and discuss the different materials that have been used.</li> <li>• Discuss tools that have been used and think about why.</li> <li>• Explain the effectiveness of the existing products.</li> <li>• Use the ideas from current designers to help with plans.</li> </ul>
Knowledge of designers		<ul style="list-style-type: none"> <li>• Know what a designer does.</li> <li>• Know the names and the products of some British designers.</li> <li>• Say what they like and dislike about the product and the designer.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some famous designers from history.</li> <li>• Discuss what the designer has made, by analysing the tools they have used and the techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how key events and individuals have influenced the world (in terms of products).</li> <li>• Compare and contrast the work of designers (eg. historical and modern).</li> <li>• Give reasons for decisions made by designers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use simple drawings to show what they want to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to think of ideas with more independence after</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of designers to influence own design.</li> </ul>



Design	<ul style="list-style-type: none"> <li>• Discuss what they want to do.</li> </ul>	<p>discussion and the IEP phase.</p> <ul style="list-style-type: none"> <li>• Know what a design is and its purpose.</li> <li>• Use pictures and words to describe what they want to do.</li> <li>• Think about what equipment they will need in the make phase.</li> </ul>	<ul style="list-style-type: none"> <li>• Justify choices made in the planning stage.</li> <li>• Use pictures and words to describe what they will do (materials, features, techniques and tools)</li> <li>• Start to produce step by step plans</li> <li>• YR 3 – Create designs using annotated sketches and cross-sectional diagrams.</li> <li>• YR 4 – Create designs using exploded diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce step by step plans.</li> <li>• When appropriate create models or prototypes to show aspects of design.</li> <li>• Come up with solutions to problems that may occur during this phase.</li> <li>• YR 5 – Use annotated sketches for designs that include technical vocabulary.</li> <li>• YR 6 –use exploded diagrams and computer aided design.</li> </ul>
Make	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what materials could be used for structures.</li> <li>• Know what a join is and how it can be used.</li> <li>• Measure and mark out materials with care and increasing accuracy.</li> <li>• Cut materials safely.</li> <li>• Take care to make work look neat.</li> <li>• Find out how to make materials for structures stronger (folding, rolling and</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate materials and a join.</li> <li>• Measure and mark out materials accurately (cm)</li> <li>• Use scoring and folding to shape materials</li> <li>• Make cuts accurately (scissors and saws)</li> <li>• Make holes accurately (drill,punch)</li> <li>• Join materials using both temporary and permanent fastenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Select from a variety of materials best suited for the design</li> <li>• Measure accurately using mm, using scoring and folding to shape materials accurately.</li> <li>• Make cuts accurately and reject pieces that don't work and are not accurate while thinking about improving technique.</li> <li>• Joins are strong and stable with some being flexible to</li> </ul>



		joining, columns and triangles).	<ul style="list-style-type: none"> <li>• Methods of working are increasingly precise aiming for a high quality finish.</li> </ul>	allow for dismantling or folding. <ul style="list-style-type: none"> <li>• Methods of working are precise and products have a high quality finish.</li> <li>• Use computer programming when creating a product.</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>• Discuss what they like and dislike about their product.</li> <li>• Discuss what they might change if they made it again.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own work thinking about design, features and their opinion.</li> <li>• Discuss how their product works.</li> <li>• Give reasons for some choices they made.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own and others work.</li> <li>• Explain why they used certain materials, techniques and tools.</li> <li>• Describe how they would improve their product.</li> <li>• Identify what is working well and what could be improved (this could be ongoing in their make stage).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on designs and develop them bearing in mind the way they will be used.</li> <li>• Explain decisions that have been made about their product focussing on techniques, designs and tools.</li> <li>• Suggest alternative methods of making if the first attempts fail.</li> </ul>
Cooking	<ul style="list-style-type: none"> <li>• Use a mixing bowl.</li> <li>• Be aware of hygiene for cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a healthy snack</li> <li>• With help use knives safely</li> <li>• Know that heat changes food</li> <li>• Know what food groups are.</li> <li>• Be aware of the different types of cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a healthy lunch.</li> <li>• Select ingredients with reasons.</li> <li>• Work in a safe hygienic way.</li> <li>• Boil and bake to cook.</li> <li>• Use knowledge of food groups to help plan the lunch.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a healthy dinner</li> <li>• Explain why ingredients have been chosen.</li> <li>• Know why we need different food types.</li> <li>• Understand seasonality.</li> <li>• Consider different intolerances and allergies when planning the dish.</li> </ul>



			<ul style="list-style-type: none"><li>• Consider different intolerances and allergies when planning the dish.</li><li>• Know where food comes from.</li><li>• Use knives safely.</li><li>• Grate, peel and prepare foods.</li></ul>	<ul style="list-style-type: none"><li>• Know where different crops can be found around the world.</li><li>• Know cultures have different diets.</li><li>• Consider the concept of carbon footprints.</li></ul>
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