



BRADGATE
Education Partnership

Gaddesby Primary School
Design Technology Curriculum
2022 – 2023



Design Technology

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Processes</u>	<u>Processes</u>	<u>Processes</u>	<u>Processes</u>
<p>Make their own designs (EAD)</p> <p>Select resources to create and adapt their designs (EAD)</p> <p>Make designs linked to termly topics (EAD)</p> <p>Safely use available tools. (EAD)</p>	<p>Create simple designs for a product.</p> <p>Use pictures and words to describe what he/she wants to do.</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Use a range of simple tools to cut, join and combine materials and components safely.</p> <p>Ask simple questions about existing products and those that he/she has made.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Use wheels and axles in a product.</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range.</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools.</p>	<p>Use knowledge of existing products to plan and design his/her own functional product.</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</p> <p>Strengthen frames using diagonal struts.</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Create designs using exploded diagrams.</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks.</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</p>	<p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.</p> <p>Create prototypes to show his/her ideas.</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques.</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</p> <p>Understand how to use more complex mechanical and electrical systems.</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Use technical knowledge accurate skills to problem solve during the making process.</p>

	<p>Evaluate and assess existing products and those that he/she has made using a design criterion.</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axels, in his/her products.</p>	<p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</p> <p>Understand and use electrical systems in products.</p>	<p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product.</p>
<u>Cooking</u>	<u>Cooking</u>	<u>Cooking</u>	<u>Cooking</u>
<p>Talk about different factors that support health and well-being (brushing teeth, physical activity, sleep, talk) (PD)</p> <p>Talk about different foods and begin to discuss food groups and why they are important to us. (PD)</p>	<p>Talk about what he/she eats at home and begin to discuss what healthy foods are Say where some food comes from and give examples of food that is grown.</p> <p>Use simple tools with help to prepare food safely.</p> <p>Understand the need for a variety of food in a diet.</p> <p>Understand that all food has to be farmed, grown or caught.</p> <p>Use a wider range of cookery techniques to prepare food safely</p>	<p>Talk about the different food groups and name food from each group.</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Read and follow recipes which involve several processes, skills and techniques</p>	<p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them.</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Use information on food labels to inform choices.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p>