Subject:	**D&T**
Phase:	**KS1**

Attitudes	Key Skills	Strategies	Evidence
Resourcefulness, resilience, innovation, creativity, risk taking Enthusiasm for designing Understanding that all good creations are designed first Awareness that people design things that help them in their lives Awareness that people are constantly designing/improving ideas to help people Open-minded and resilient towards trying new foods	**Design:** • Design following prescribed (or generated as a class) design criteria • Use a ruler for drawing and labelling designs • Explain and describe their designs with reasons for their choices • Design healthy meals **Make:** • Follow a risk assessment (generated as a class) to work safely and efficiently • Use a range of tools safely and with appreciation of their purpose • Identify and reason why some tools are more appropriate for specific tasks • Assemble a set of components to create a mechanism and a product • Make some decisions about materials that can be used based on a developing awareness of their properties • Use the properties of materials to make products stronger, stiffer and more stable • Use a range of healthy ingredients to assemble healthy meals **Evaluate:** Explore existing products and identify how they work Evaluate and test their product against their design criteria • Explore where different food products come from	Creative and practical experiences Using a range of meaningful and relevant contexts Using a wide range of materials including: food, textiles, stiff and flexible sheet, mouldable Using a wide range of mechanical (levers, sliders, wheels and axles) and electrical components (bulbs and switches) Using a wide range of tools School visits Inviting experts Design projects	Quality of final design and final product Photographs Videos of children working with tools Design booklets Children's self-assessment linked to design criteria Discussions with children Observations of children

Subject:	**D&T**
Phase:	**LKS2**

Attitudes	Key Skills	Strategies	Evidence
Resourcefulness, resilience, innovation, creativity, risk taking Enthusiasm and appreciation for designing Enthusiasm and appreciation for technology Awareness of the limitations/constraints of any given design An enjoyment of eating food prepared by myself and my friends Curiosity for trying new foods	**Design:** • Develop their own design criteria • Set high expectations for the quality of their product • Design and refine their own designs using feedback • Design healthy and balanced meals demonstrating a good understanding of food groups **Make:** • Contribute to creating class risk assessments to work safely and efficiently • Use the most appropriate tool for a given task independently • Use the most appropriate available materials independently • Identify ways to adapt their design as unexpected problems occur • Prepare and cook savoury and sweet dishes to form a balanced meal **Evaluate:** • Have an awareness of existing products and their benefits and limitations • Identify how an existing design/product may be improved (stiffened, strengthened, reinforced) • Act upon the feedback of others to refine their design • Evaluate and test their product against their design criteria • Identify the processes, including seasonality, involved in bringing a range of food to their plates	Creative and practical experiences Using a range of meaningful and relevant contexts Using a wide range of materials including: food, textiles, stiff and flexible sheet, mouldable Using a wide range of mechanical (gears, pulleys, cams, levers and linkages) and electrical components (bulbs, switches, buzzers and motors) Using a wide range of tools Using computers to program, monitor and control School visits Inviting experts Design projects	Quality of final design and final product Photographs Videos of children working with tools Design booklets Children's self-assessment linked to design criteria Discussions with children Observations of children

Subject:	**D&T**
Phase:	**UKS2**

Attitudes	Key Skills	Strategies	Evidence
Resourcefulness, resilience, innovation, creativity, risk taking Enthusiasm and appreciation for design in their world Awareness, enthusiasm and appreciation for technological advances Understanding of the limitations/constraints of any given design A love of nutritious food and an appreciation of the benefits of being able to feed myself and friends and family	**Design:** • Develop their own SMART design criteria • Aspire to produce the highest quality design possible • Design and refine their own designs using research • Design their own balanced diet which incorporates all five food groups in necessary quantities to maintain a healthy lifestyle • Select ingredients using their knowledge of seasons and sustainability **Make:** • Carry out and adapt their own risk assessments to work safely and efficiently • Select and use the most appropriate tool for a given task independently • Select and use the most appropriate available materials considering properties and aesthetics • Identify the limitations of materials and or tools and refine design as a result • Prepare and cook savoury and sweet dishes to form a balanced diet **Evaluate:** • Carry out their own market research • Research and analyse existing products • Independently gather and act upon the feedback of others to refine their design • Evaluate and test their product against their own design criteria and specifically how SMART they were • Evaluate their making skills	Creative and practical experiences Using a range of meaningful and relevant contexts Using a wide range of materials including: food, textiles, stiff and flexible sheet, mouldable Using a wide range of mechanical (gears, pulleys, cams, levers and linkages) and electrical components (bulbs, switches, buzzers and motors) Using a wide range of tools Using computers to program, monitor and control School visits Liaising with local secondary schools Inviting experts Design projects	Quality of final design and final product Photographs Videos of children working with tools Design booklets Children's self-assessment linked to design criteria Discussions with children Observations of children

	• Research and develop an appreciation for significant improvements and individuals in the design world • Evaluate meals considering nutrition, sustainability and practicality		