Assessment in Design Technology							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
Baking bread Children can rub ingredients together Children can stir the mixture Children can knead the mixture	Making Blackberry crumble – Harvest Children can prepare fruit safely Children can rub ingredients together Children can explore fruits and vegetables using all five senses. Children can design a recipe for making a crumble Children learn how to use a knife safely. Children safely use tools to prepare ingredients.	Sandwiches and fruit skewers – Paddington Children can describe fruits and vegetables and explain how to identify fruits. Children can name a range of places that fruits and vegetables grow. Children can describe basic characteristics of fruit and vegetables. Children can prepare fruits and vegetables to make sandwiches and fruit skewers. .	Superhero Vehicles – Superheroes Children can identify the correct terms for levers, linkages and pivots. Children can analyse vehicles with the correct terminology. Children can create functional linkages. Children can make a design that satisfies design criteria. Children can evaluate their two designs using feedback from peers. Children can select and assemble materials. Children consider the materials, shape, construction and mechanisms of their wheel. Children can build a stable structure with a rotating wheels using axles.. Children can test and	Design a meal- Archaeology Rocks Children can explain that fruits and vegetables grow in different countries based on their climates. Children understand that seasonal fruits and vegetables grow in a given season. Children understand that eating seasonal fruit and vegetables positively affects the environment. Children can design and make a meal.	Designing and making an Italian dish – Rampaging Romans Children can describe features of pizzas using taste, texture and appearance. Children can follow a recipe with support. Children can make their own pizzas from scratch.	Rotating solar System - Biologists and astrologists unite Children can apply their understanding of computing to program, monitor and control their products Children can apply their understanding of how to strengthen, stiffen and reinforce more complex structures Children understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Time travel machine- Back to the Future Children understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products

			adapt their design as necessary. Children can follow a design plan				
Access to the art studio, craft techniques, threading, encouraging verbal design, make, construction, lego, small world, through child led experiences. Adults building on individual level of skill, through observation and modelling Children explore and investigate the tools and materials in the junk modelling area. Children investigate cutting different materials.	Access to the art studio, craft techniques, threading, encouraging verbal design, make, construction, lego, small world, through child led experiences. Adults building on individual level of skill, through observation and modelling Children explore and investigate the tools and materials in the junk modelling area. Children investigate cutting different materials. Children can learn how to plan and select the correct resources needed to make a model. Children can verbally plan and create a junk model	Building Houses- The Great Fire of London Children can follow design criteria. Children can make a stable structure with functioning attachments, e.g. doors. Children can improve their design	Building Castles- Exploring Castles Children can identify stable and unstable structures. Children contribute to discussions and explain their ideas. Children can explain how they make a model strong, stiff and stable. Children can make functioning attachments such as a drawbridge, catapult and raising a flag.	Layered Rainforest- Maya Mission Children can apply their understanding of how to strengthen, stiffen and reinforce more complex structures Children understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Musical Instruments- Sound and music Children can make at least one working musical instrument from xylophones, pan-pipes, tubular bells, wind-chimes, rainsticks, oboes, flutes, dulcimers and trombones. Children can use materials and equipment safely Children can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Children can select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities	Build an unsinkable ship- Crossing the Atlantic Children can apply their understanding of how to strengthen, stiffen and reinforce more complex structures Children can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Anderson Shelters- War of the World Children can apply their understanding of how to strengthen, stiffen and reinforce more complex structures Children can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Access to the art studio, craft techniques, threading, encouraging verbal design, make, construction, lego, small world, through child led experiences Adults building on individual level of skill, through observation and modelling **Children can explore a simple paper slider mechanism as part of a practical example and then apply it to their own picture.** **Children can create a picture with a simple sliding mechanism.**	Access to the art studio, craft techniques, threading, encouraging verbal design, make, construction, lego, small world, through child led experiences Adults building on individual level of skill, through observation and modelling Children can practise and apply weaving skills to paper. Children practise and apply threading skills with specific materials such as hessian and wool. Children use threading or sewing to design a product. Children create a product using their own design.	Building a pirate ship – Finding Neverland Children can follow design criteria. Children can make a stable structure with functioning attachments, e.g. sails. Children can improve their design	Sewing flowers- The Secret Garden Children can sew a running stitch and know that both ends must be knotted. Children can prepare and cut fabric. Children can make a flower from the flower template. Children can decorate their flower.	Magnetic Robots- Mechanoid Magnetism Children can draw accurate diagrams with correct labels, arrows and explanations. Children can correctly identify definitions for key terms. Children can identify 5 appropriate design criteria. Children can communicate ideas using thumbnail sketches. Children can communicate and develop one idea using an exploded diagram. Children can select appropriate equipment and materials to build a working magnetic toy.	Up cycling old t-shirts into bags - Save the planet Children can identify the features, benefits and disadvantages of a range of upcycled bags. Children can write design criteria and design a product that meets the criteria. Children can assemble their final piece using any stitch there are comfortable with – running stitch, cross stitch, back stitch and whipstitch Children can embellish their bags	Making Greek food- Zeros to Heroes Children can research a traditional Greek recipe and make changes to it. Children can add nutritional value to a recipe by selecting ingredients. Children can purchase ingredients from the supermarket for a Greek meal. Children can prepare and cook a version of Greek food	Making wartime vegetable turnover using WW2 rations- War of the World Children can find a suitable recipe for their course. Children can record the relevant ingredients and equipment needed. Children can follow a recipe including the correct quantities of each ingredient. Children write a recipe, explaining the process.