Assessment Expectations in Design Technology
Expected Standard

| **A Year 1 child can:** |
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| Explore a range of existing products to help them to describe how something works and use this to form their own ideas, making use of a simple plan and basic tools. Develop and communicate their ideas through talking, drawing and mock-ups.<br>Build a model, exploring how it can be made stronger, stiffer and more stable. Explore and use lever and slider mechanisms in a product. Understand and use the basic principles of a healthy and varied diet to prepare dishes.<br>Begin to evaluate their work appropriately against design criteria.<br>Use a range of vocabulary e.g. *sliders*, *levers*, *joins*, *joints*, *ingredients*, *utensils*. |
| **A Year 2 child can:** |
| Investigate and evaluate the purpose of existing products that are linked to the project. Design a product that is functional and appealing to the user, whilst considering how the product can be realistically made.<br>Build a model using appropriate materials or textiles and components including wheels and axels. Understand the principles of a healthy diet and understand where food comes from.<br>Evaluate their products and ideas against the design criteria.<br>Use a range of vocabulary e.g. *seam, template, axel, mechanism, slicing, healthy diet.* |
| **A Year 3 child can:** |
| Investigate how existing products that are linked to the projects are assembled and what finishing techniques are used.<br>Begin to use research to design a product that is fit for purpose and aimed at a particular group or individual.<br>Make a product using appropriate tools to cut, shape and join materials together with some accuracy.<br>Understand and apply the principles of a healthy and varied diet.<br>Evaluate the product against the design criteria and begin to consider the views of others.<br>Use a range of vocabulary e.g. *net, shell structure, fastening, pattern, grating, spreading* |
| **A Year 4 child can:** |
| Investigate a range of existing products that already use switches, levers and linkages. Generate and communicate their design ideas using annotated sketches and prototypes.<br>Make a product using materials and electrical components that are selected for their functional properties or aesthetic qualities. To prepare and cook a predominantly savoury dish using some cooking techniques.<br>Evaluate the finished product against the design criteria and begin to communicate their views on whether their product has worked.<br>Use a range of vocabulary e.g. *circuit, connection, linkages, pivot, appearance, texture* |
| **A Year 5 child can:** |
| Investigate a range of existing products linked to mechanical systems and structures. Use research and existing products to generate, develop and communicate ideas through annotated sketches, diagrams and prototypes.<br>Make a product using mechanical systems such as CAMs or structures that are more complex and have been stiffened or strengthened. To know about cooking and nutritional information whilst celebrating culture through food.<br>Evaluate the finished product against their design criteria and whilst considering the views of others on whether their product has worked.<br>Use a range of vocabulary e.g. *CAM, rotary motion, tension, triangulation, nutrition, savoury* |
| **A Year 6 child can:** |
| Investigate a range of existing textile products and electrical systems and understand how they are appropriate for use. Make annotated sketches to create a design that considers how to realistically create their own product. Make a product using a range of appropriate tools, components and materials that fit the functional properties and aesthetic qualities of the design criteria. To understand cooking and nutritional information whilst preparing a seasonal dish.<br>Use a range of vocabulary e.g. *reinforce, functionality, switches, components, seasonality, nutrients* |