

DT coverage of learning objectives

Learning Objectives	How objectives are met in curriculum map
Y1	
I can use my own ideas to make something	Fabric bunting
I can describe how something works	Moving pictures
I can cut food safely	Café food
I can make a product which moves	Moving pictures
I can make my model stronger	Tudor Homes
I can explain to someone else how I want to make my product	Dips and dippers
I can choose appropriate resources and tools	Tudor Homes
I can make a simple plan before making	Fabric bunting
Y2	
I can think of an idea and plan what to do next	Tudor homes
I can choose tools and materials and explain why I have chosen them	Café food
I can join materials and components in different ways	Tudor homes / fabric faces and bunting
I can explain what went well with my work	All
I can explain why I have chosen specific textiles	Bunting
I can measure materials to use in a model or structure	Tudor homes
I can describe the ingredients I am using	Dips and dippers, seaside/café food
Y3	
I can prove that my design meets some set criteria	All units
I can follow a step-by-step plan, choosing the right equipment and materials	All units

I can design a product and make sure that it looks attractive	Purse
I can choose a textile for both its suitability and its appearance	Purse
I can select the most appropriate tools and techniques for a given task	All units
I can make a product which uses both electrical and mechanical components	Alarm
I can work accurately to measure, make cuts and make holes	All units
I can describe how food ingredients come together	Packed lunch / chocolate food
Y4	
I can use ideas from other people when I am designing	All units
I can produce a plan and explain it	All units
I can evaluate and suggest improvements for my designs	All units
I can evaluate products for both their purpose and appearance	All units
I can explain how I have improved my original design	All units
I can present a product in an interesting way	All units
I can measure accurately	All units
I can persevere and adapt my work when my original ideas do not work	All units
I know how to be both hygienic and safe when using food	Packed lunch / chocolate food
Y5	
I can come up with a range of ideas after collecting information from different sources	QCA Slippers, South American Food, QCA Shelters, QCA Bread/Biscuits, Quizboard, QCA Moving Toys
I can produce a detailed, step-by-step plan	QCA Slippers, South American Food, QCA Shelters, QCA Bread/Biscuits
I can suggest alternative plans, outlining the positive features and draw backs	QCA Slippers, Quizboard, QCA Moving Toys
I can explain how a product will appeal to a specific audience	QCA Slippers, South American Food, Quizboard, QCA Moving Toys
I can evaluate appearance and function against original criteria	All Units: QCA Slippers, South American Food, QCA Shelters, Quizboard, QCA Moving Toys
I can use a range of tools and equipment competently	QCA Slippers, QCA Shelters, Quizboard, QCA Moving Toys
I can make a prototype before making a final version	QCA Slippers, Quizboard

DT coverage of LOs by year group final

I show that I can be both hygienic and safe in the kitchen	South American Food, QCA Bread/Biscuits
Y6	
I can use market research to inform my plans and ideas	QCA Slippers, South American Food, QCA Bread/Biscuits, Quizboard
I can follow and refine my plans	QCA Slippers, QCA Shelters, QCA Bread/Biscuits
I can justify my plans in a convincing way	QCA Slippers, QCA Bread/Biscuits
I can show that I consider culture and society in my plans and designs	QCA Slippers, South American Food, QCA Bread/Biscuits, Quizboard
I show that I can test and evaluate my products	South American Food, QCA Moving Toys
I can explain how products should be stored and give reasons	South American Food, QCA Bread/Biscuits
I can work within a budget	South American Food
I can evaluate my product against clear criteria	All Units: QCA Shelters, QCA Bread/Biscuits, Quizboard, QCA Moving Toys