



Coads Green Primary School Design & Technology (Scheme of Learning) SOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	Generating Ideas <ul style="list-style-type: none"> Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria. 					
	Making <ul style="list-style-type: none"> Explain what is being made and why. Select appropriate tools and equipment for the purpose. 					
	Evaluating <ul style="list-style-type: none"> Talk about pre-existing products, saying what is good or bad about them. Say whether their product does what it is meant to (fits the design brief) and how it could be improved. 					
	Construction/mechanisms <ul style="list-style-type: none"> Know about movement of simple mechanisms such as levers, sliders, wheels and axels. Use sheet materials and construction tools with appropriate supervision – various junk modelling equipment, scissors and glue/tape. 		Textiles <ul style="list-style-type: none"> Cut, then join textiles using glue. Decorate using a range of items (buttons, sequins, beads, ribbons etc), using glue. 		Food technology <ul style="list-style-type: none"> Know how to peel, cut, grate, mix and mould foods (with close supervision). 	
YEAR 2	Generating Ideas <ul style="list-style-type: none"> Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others, following design criteria. 					



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	<p>Making</p> <ul style="list-style-type: none"> • Explain what is being made and why the audience will like it. • Choose appropriate tools and equipment, describing and explaining why they are being used. 		
	<p>Evaluating</p> <ul style="list-style-type: none"> • Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. • Suggest what went well and what would be done differently when evaluating their own product. 		
	<p>Construction/mechanisms</p> <ul style="list-style-type: none"> • Know about movement of simple mechanisms such as levers, sliders, wheels and axels. • Use sheet materials and construction tools with appropriate supervision - cardboard, scissors and glue/tape. 	<p>Food Technology</p> <ul style="list-style-type: none"> • Know how to peel, cut, grate, mix and mould foods (with supervision). 	<p>Textiles</p> <ul style="list-style-type: none"> • Cut, then join textiles using a simple running stitch or over sewing. • Decorate using a range of items (buttons, sequins, beads, ribbons etc).
<p>YEAR 3</p>	<p>Generating Ideas</p> <ul style="list-style-type: none"> • Create a design that meets a range of requirements. • Consider the equipment and tools needed when planning • Describe a design using an accurately labelled diagram, and in words. 		
	<p>Making</p> <ul style="list-style-type: none"> • Use a range of tools and equipment accurately. • Measure, mark out, assemble and join materials and components with accuracy. 		



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	Evaluating <ul style="list-style-type: none"> Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief. 		
	Food Technology <ul style="list-style-type: none"> Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision). 	Construction/mechanisms <ul style="list-style-type: none"> Know about movement of simple mechanisms such as levers and linkages. Use sheet materials and construction tools with appropriate supervision – wood, saws, glue/tape. 	Textiles <ul style="list-style-type: none"> Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances.
YEAR 4	Generating Ideas <ul style="list-style-type: none"> Generate more than one idea for how to create a product. Gather information to help design a successful product (e.g. asking others' views). Produce a detailed plan with labelled diagrams, a written explanation and a step-by-step guide. Suggest improvements to develop and refine a planned idea. 		
	Making <ul style="list-style-type: none"> Use a range of tools and equipment with accuracy. Measure, mark out, join, assemble materials and components with accuracy. 		
	Evaluating <ul style="list-style-type: none"> Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief. 		



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	Food Technology	Textiles	Construction/mechanisms
	<ul style="list-style-type: none"> Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision). 	<ul style="list-style-type: none"> Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique). 	<ul style="list-style-type: none"> Know about movement of simple mechanisms such as levers and linkages. Use sheet materials and construction tools with appropriate supervision – wood, saws, glue (inc glue guns with support)/tape.
YEAR 5	Generating Ideas <ul style="list-style-type: none"> Generate a range of ideas after collating relevant information Produce a detailed plan with step-by-step instructions, cross sectional diagrams and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each. 		
	Making <ul style="list-style-type: none"> Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of my work when making. 		
	Evaluating <ul style="list-style-type: none"> Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used. 		
	Textiles	Construction/mechanisms	Food Technology
<ul style="list-style-type: none"> Pin and tack fabrics, use patterns and seam allowances and join fabrics to make products. 	<ul style="list-style-type: none"> Understand how mechanical system such as cams, pulleys or gears create movement. Use sheet materials and construction tools with appropriate supervision – wood, saws, nails, hammers. 	<ul style="list-style-type: none"> Cut, mix, mould and use hobs to heat food, with appropriate supervision. 	



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YEAR 6	Generating Ideas <ul style="list-style-type: none"> • Use a range of information to inform design (e.g. market research using surveys, interviews, questionnaires or web-based resources). • Produce a detailed plan, with cross-sectional diagrams and computer generated designs. • Work within constraints, refining and justifying plans as necessary. 		
	Making <ul style="list-style-type: none"> • Use a range of tools and equipment precisely. • Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary. 		
	Evaluating <ul style="list-style-type: none"> • Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. • Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make. 		
	Textiles <ul style="list-style-type: none"> • Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products. 	Construction/mechanisms <ul style="list-style-type: none"> • Understand how mechanical system such as cams, pulleys or gears create movement. • Use sheet materials and construction tools with appropriate supervision – wood, saws, hammers, drills, nails and screws. 	Food Technology <ul style="list-style-type: none"> • Cut, mix, mould and use hobs to heat food, developing independence with this as appropriate.



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