



# RSS DT Skills Overview

<b>National Curriculum Aims</b>	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>- critique, evaluate and test their ideas and products and the work of others</li> <li>- understand and apply the principles of nutrition and learn how to cook.</li> </ul>
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<p><b>EYFS Expressive Arts and Design (Exploring and Using Media and Materials)</b></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>EYFS Expressive Arts and Design (Being Imaginative)</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>EYFS Physical Development (Moving and Handling)</b></p> <p>Children handle equipment and tools effectively, including pencils for writing.</p>
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<b>National Curriculum</b>	When designing and making, pupils should be taught to:				<b>Progression of Skills</b>	
<p><b>DT Key Stage One</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>	<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b>Year 1 Technical</b></p> <ol style="list-style-type: none"> <li>1. <b>generate ideas</b> and recognise characteristics of familiar products</li> <li>2. use pictures and words to <b>describe</b> what he/she wants to do</li> <li>3. <b>select</b> from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>4. <b>choose materials</b> and explain why they are being used</li> <li>5. <b>explore and evaluate</b> a range of existing products</li> <li>6. <b>build</b> structures, exploring how they can be made stronger, stiffer and more stable</li> <li>7. <b>use levers and sliders</b></li> </ol> <p><b>Cooking and Nutrition</b></p> <ol style="list-style-type: none"> <li>a) cut food safely</li> </ol>	<p><b>Year 2 Technical</b></p> <ol style="list-style-type: none"> <li>1. <b>design</b> purposeful, functional, appealing products for himself/herself and other users based on design criteria</li> <li>2. <b>generate, develop, model and communicate</b> his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>3. <b>select from and use</b> a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>4. <b>choose materials</b> and explain why they are being used depending on their characteristics</li> <li>5. <b>evaluate</b> his/her ideas and products against design criteria</li> <li>6. join materials together as part of a moving structure</li> <li>7. <b>explore and use mechanisms</b> e.g. levers, sliders, wheels and axles, in his/her products</li> </ol> <p><b>Cooking and Nutrition</b></p> <ol style="list-style-type: none"> <li>b) understand the need for a variety of food in a diet</li> <li>c) group familiar food groups e.g. fruit and vegetables</li> <li>d) measure and weigh food items – using informal methods</li> </ol>