



## 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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National Curriculum	When designing and making, pupils should be taught to:				Progression of Skills	
<b>DT Key Stage One</b> <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>	<b>Design</b> <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>	<b>Make</b> <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>	<b>Evaluate</b> <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>	<b>Technical knowledge</b> <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>	<b>Year 1 Technical</b> <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>	<b>Year 2 Technical</b> <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>