

The Fairfield Designer YR-Y6: Subject Leader Overview

Design
Technical Knowledge
Make
Evaluate
Cooking & Nutrition

| Year Group | Standardised Objectives |
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| Year R | <p>ELG Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>ELG Self Regulation</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; <p>ELG Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>ELG Fine Motor</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small toys, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing <p>ELG Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>ELG Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary <p>ELG Creating with Materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used |
| Year 1 | <ul style="list-style-type: none"> • Design simple products that work and look appealing • Discuss and draw ideas and use ICT to communicate • Start to build structures, exploring ways to stiffen, stabilise and strengthen • Explore simple mechanisms • Use a range of materials and components • Use a range of tools and equipment to perform practical tasks • Explore existing products eg <i>in school, at home</i> • Discuss own ideas and designs • Begin to understand where food comes from • Prepare simple dishes using knowledge of healthy food |

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| Year 2 | <ul style="list-style-type: none"> • Design products for themselves and others that are purposeful, functional and appealing • Generate, develop, model and communicate ideas through talking, drawing, templates and ICT • Build structures, exploring ways to stiffen, stabilise and strengthen • Explore and use mechanisms • Select from and use a wide range of materials and components according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks • Explore and evaluate a range of existing products eg <i>home, school</i> • Evaluate own ideas and designs against given design criteria • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from |
| Year 3 | <ul style="list-style-type: none"> • Take risks to become innovative and resourceful • Communicate ideas using different strategies eg <i>discussion, sketching</i> • Use research to inform design • Apply understanding of how to strengthen, stiffen and stabilise structures • Identify a range of mechanical systems and how they work • Select from and use a wide range of tools, equipment, materials and components accurately • Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work • Investigate a range of existing products that address real/relevant problems in a range of relevant contexts eg <i>home, leisure, school</i> • Apply principles of a healthy, varied diet when preparing a variety of savoury dishes • Apply understanding of seasonality and its links to ingredients |
| Year 4 | <ul style="list-style-type: none"> • Take risks to become innovative and resourceful • Communicate, generate and develop ideas using a range of strategies eg <i>prototypes, pattern pieces</i> • Use research to inform design and develop design criteria • Apply understanding of how to strengthen and stiffen to reinforce more complex structures • Identify wider range of mechanical systems and how they work • Use understanding of electrical systems • Use computing to program, monitor and control products • Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes • Evaluate own and others' work suggesting improvements and considering the views of others to help improve their work • Investigate a range of existing products in a range of relevant contexts eg <i>culture, industry</i> • Know where and how a variety of ingredients is grown, reared, caught and processed |

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| Year 5 | <ul style="list-style-type: none"> • Communicate, generate, develop and model ideas using a range of strategies eg <i>CAD, exploded and cross-sectional diagrams</i> • Use research to inform design and generate own design criteria • Communicate, generate and develop ideas drawing on other disciplines eg <i>science, maths, computing</i> • Confidently take calculated risks to become innovative, resourceful and enterprising • Construct more complex structures by applying a range of strategies to solve real/relevant problems • Making connections to real and relevant problems, apply understanding of a wider range of mechanical systems • Making connections to real and relevant problems, apply understanding of electrical systems • Drawing on disciplines and making connections to wider subject areas, apply understanding of computing to program, monitor and control products • According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high-quality prototypes • Generate own design criteria and evaluate ideas and products against these • Investigate and analyse a range of existing products that address real and relevant problems in a range of contexts • Understand how key events and individuals in D&T helped to shape the world • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Year 6 | <ul style="list-style-type: none"> • Use research to inform innovative design and generate own design criteria • Communicate, generate and develop ideas drawing on other disciplines eg <i>science, maths, computing</i> • Confidently take calculated risks to become innovative, resourceful and enterprising • Construct more complex structures by applying a range of strategies to solve real/relevant problems • Making connections to real and relevant problems, apply understanding of a wider range of mechanical systems • Making connections to real and relevant problems, apply understanding of electrical systems • Drawing on disciplines and making connections to wider subject areas, apply understanding of computing to program, monitor and control products • According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high-quality prototypes • Generate own design criteria and critique ideas and products against these • Explain and understand how key events and individuals in D&T helped to shape the world • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Know where and how a variety of ingredients is grown, reared, caught and processed • Develop crucial life skill of feeding themselves and others affordably and well |