



**Bunbury Aldersey CE Primary School**  
**DT curriculum map:**  
**Reception to Year 6**



## Let Your Light Shine - Matthew v5:16

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – 'Let your Light shine' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values –

WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially.

– *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards.

– *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others.

– *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child.

– *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community

- *as a family – as brothers and sisters*

## DT curriculum intent

Our curriculum intent for DT is for children to learn the knowledge and skills required to solve real world problems in varied and exciting contexts, drawing on their own and others' wants and needs to achieve this. We aspire pupils to draw on close cross curriculum links with subjects such as mathematics, science, computing and art through their study of design and technology; becoming increasingly resourceful, innovative enterprising and capable creators. Pupils will use analytical skills to draw conclusions, critiquing past and present products to determine impact upon consumers and the wider world, understanding the benefits design and technology brings to society. Pupils will use skills to enhance and improve their own designs and creations.

Through our study of DT, we aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world,
- 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
- understand and apply the principles of nutrition and learn how to cook
- critique, evaluate and test their ideas and products and the work of others

## Implementation

### **Curriculum structure & sequencing:**

Design and Technology at Bunbury is about giving pupils the skills and opportunities to research, plan, create safely and evaluate processes and products. By linking Design and Technology projects to the texts studied in English and the topics contexts from the Connected Curriculum, pupils learn about the wider world in a context, giving the projects and skills meaningful links to real life. Our curriculum intent for DT is for children to learn the knowledge and skills required to solve real world problems in varied and exciting contexts, drawing on their own and others' wants and needs to achieve this. We aspire pupils to draw on close cross curricular links with subjects such as mathematics, science, computing and art through their study of design and technology; becoming increasingly resourceful, innovative, enterprising and capable creators. Pupils will use analytical skills to draw conclusions, critiquing past and present products to determine impact upon consumers and the wider world, understanding the benefits design and technology brings to society. Pupils will use skills to enhance and improve their own designs and creations.

### **Content & concepts**

Our aim is to ensure that our DT curriculum shapes children into being critical designers and makers. In each unit, children research designs already in circulation and critique them, understanding what may be effective for their products.

### **Enrichment and personal development:**

At Bunbury, children have a range of enrichment opportunities. Pupils from KS1 and KS2 have the opportunity to attend STEM clubs and learn further about science, technology, engineering and maths.

### **Assessment and next steps:**

We assess DT in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. Children are assessed throughout the designing, planning, making and evaluation process through a mixture of formative and summative assessment.

## DT in the Early Years Foundation Stage

Design and Technology in the Early Years Foundation Stage is an integral part of expressive arts and design, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by early learning goal of ‘Creating with Materials.’

At Bunbury, we encourage young learners to being to foster the development of children’s artistic and cultural awareness while nurturing their imagination and creativity. It is imperative that young children are offered consistent opportunities to engage with the arts, encouraging them to explore and experiment with a diverse range of media and materials. By providing a rich and varied exposure to artistic experiences, including what they see, hear and participate in, we enable children to deepen their understanding, enhance their self-expression, expand their vocabulary and refine their ability to communicate through the arts.

Development Matters guides educators to ensure the frequency, repetition and depth of designing experiences are fundamental to children’s progress in interpreting, appreciating and responding to the creative world around them. This ensures that the children are well-prepared to embark on a lifelong journey of design and technology.



## Development Matters – Expressive Arts and Design

### EYFS Links

#### Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources and skills

#### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

#### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques
- Share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories

#### Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery

## Early Learning Goals

## Inclusion within DT

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.



Word banks and picture resources may be supplied to assist learners with language.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Music to take place within a larger space to provide less distraction and more opportunity for engagement and concentration.

**Same intent,  
adapted implementation**

## Design and Technology Golden Threads

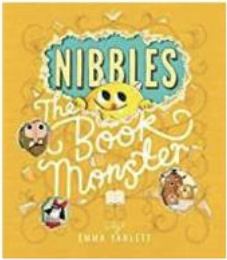
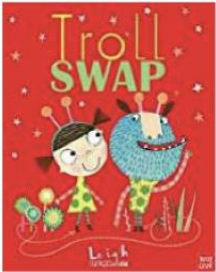

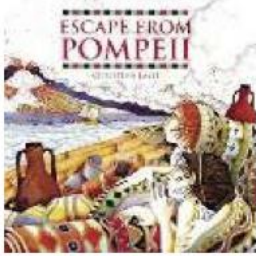
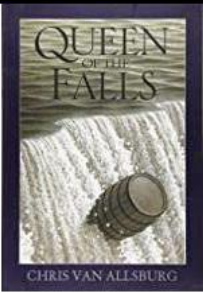
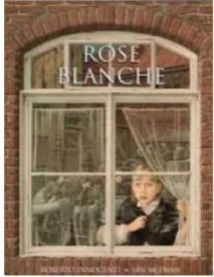
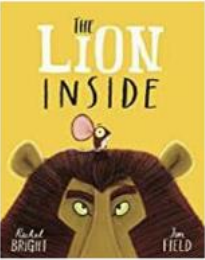
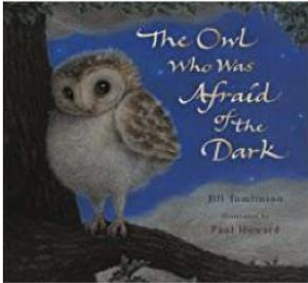
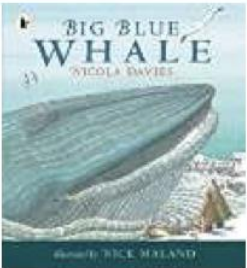
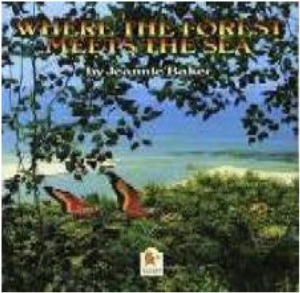
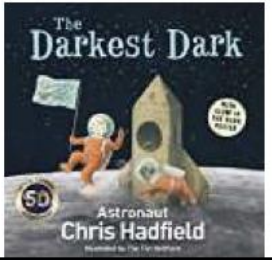

At Bunbury, design curriculum aims to develop skills and concepts which are transferable to whatever technique is being studied and will equip children for future learning. These key skills and concepts, which are revisited throughout our connected curriculum and are our golden threads within our units of work.

We have identified a set of key concepts or 'golden threads', that children will repeatedly revisit throughout their time at Bunbury Aldersey. Our golden threads are:

- Design
- Make
- Technical Knowledge
- Evaluation

Each unit may not include every 'thread', but over a year, children will visit each one more than once.

# Bunbury Aldersey CE Primary - Design and Technology End Points

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
<p>Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? <b>Freestanding Structures: Build a cage for nibbles / Forest school structures</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? <b>Free standing Structures: Bridges</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?  <b>Shell Structures</b> <b>Possible ideas Snow scene in a box - cutting, shaping, joining, finishing</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? <b>Gears, pulleys, levers and linkages</b> <b>Possible ideas: catapults.</b></p>	<p>Children can Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed  <b>Cooking and Nutrition – Developing a recipe Savory biscuits</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? <b>Use electrical systems and test materials</b> <b>Possible ideas Design a light/lamp</b></p>
					



<p>Children can discuss the possible products that they might want to design, make and evaluate.</p> <p>Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Cutting and joining: Make an animal mask</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate.</p> <p>Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Food preparation: Prepare a suitable fat ball to feed owls</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>2-D shape to 3D product. Possible ideas Sew a felt whale to sell to raise money for WWF?</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Cutting and joining Rainforest Diorama</b></p>	<p>Children can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Mechanisms and Electrical Systems - Motorised Buggy</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Cutting, selecting materials Shadow puppets</b></p>
					
<p>Children can discuss the possible products that they might want to design, make and evaluate.</p> <p>Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Preparing fruit and vegetables: Prepare food for a teddy bears' picnic or a party, fruit kebabs</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate.</p> <p>Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Cutting and joining: Dragon Puppets (Link with art textiles)</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Cutting and joining : – vehicle mini challenge</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Electrical Systems – simple circuits and systems Make a head torch to see in a cave</b></p>	<p>Children can Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Textiles – Decorative Mending</b></p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Textiles Design own t-shirts which show your identity. (batik, patchwork, tie dye)</b></p>



Children can discuss the possible products that they might want to design, make and evaluate.  
Who/what is the product for? What will make our product unique/different?  
How will we know that we designed and made a successful product?  
**Cutting and joining: Planters**

# Progression of skills in Design and Technology

Progression of skills and knowledge				Design		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Select appropriate resources.</p> <p>Use gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of designing and making (join, build, shape, longer, shorter, heavier etc.).</p>	<p>Use pictures and words to convey what they want to design/make.</p> <p>Propose more than one idea for their product.</p> <p>Use kits/reclaimed materials to develop more than one idea.</p> <p>Model ideas/make prototypes with kits, reclaimed materials.</p> <p>Select appropriate technique, explaining why they will use this method.</p> <p>Explore ideas by rearranging materials/ingredients.</p> <p>Select pictures to help develop ideas.</p> <p>Use drawings to record ideas as they are developed.</p> <p>Explain how their products will look and work through talking and simple annotated drawings.</p>	<p>Use their knowledge of existing products and their own experiences to help generate their ideas.</p> <p>Design products that have a purpose and are aimed at an intended user.</p> <p>Explain how their products will look and work through talking and simple annotated drawings.</p> <p>Plan and test ideas using templates and prototypes.</p> <p>Understand and follow simple design criteria.</p> <p>Choose the best tools and materials, explaining the reasons for their choices.</p>	<p>Develop more than one design or adaptation of an initial design.</p> <p>State reasons as to why they have selected to make one of their designs.</p> <p>Plan, with support from a partner, a sequence of actions to make a product.</p> <p>Record the plan by drawing, using annotated sketches.</p> <p>Use prototypes to develop, test and share ideas.</p> <p>Choose the best tools and materials, explaining the reasons for their choices.</p> <p>Propose realistic suggestions as to how they can achieve their design criteria.</p> <p>Consider aesthetic qualities of materials/ingredients chosen.</p>	<p>Identify the design features of their products that will appeal to intended customers.</p> <p>Use their knowledge of a broad range or existing products to help generate their ideas.</p> <p>Design innovative and appealing products that have a clear purpose.</p> <p>Explain how particular parts of their products work.</p> <p>Use prototypes to develop, test and share ideas.</p> <p>Develop more than one design or adaptation of an initial design, giving reasons for final selection.</p> <p>Develop and follow simple design criteria.</p>	<p>List tools needed before starting the activity and understanding the impact.</p> <p>Design innovative and appealing products that have a clear purpose, recording their ideas throughout this process.</p> <p>Use prototypes to develop, test and share ideas, explaining how this process has refined design ideas for the final product.</p> <p>Devise step by step plans/instructions for others.</p> <p>Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>Decide which design idea to develop.</p>	<p>Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>Use their knowledge of a broad range of existing products to help generate their ideas, conducting their own research in the process.</p> <p>Design innovative and appealing products that have a clear purpose, recording their ideas throughout this process.</p> <p>Consider the availability and costings of resources when planning out designs.</p> <p>Devise step by step plans/instructions for others.</p> <p>Confidently and accurately articulate which design idea to develop.</p>

Progression of skills and knowledge				Make		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Construct with a purpose, using a variety of resources.	Discuss their work as it progresses.	Learn how to use hand tools and kitchen equipment safely and appropriately and learn how to follow hygiene procedures.	Prepare pattern pieces as templates for their design.	With growing confidence, carefully select from a range of tools and equipment, explaining their choices.	Use researched information to inform decisions in the making process.	With growing confidence, select from a wide range of tools and equipment, explaining their choices.
Use simple tools and techniques.	Select materials/ingredients from a limited range that will meet the design criteria and match their design.	Select materials/ingredients from a limited range that will meet the design criteria and match their design.	Select from a range of tools for cutting, shaping, joining and finishing.	Select from a range of materials and components according to their functionality and aesthetic qualities, using simple finishing techniques.	Produce detailed lists of ingredients, components, materials and tools needed.	Use a full range of materials and components, including construction materials and kits, textiles and mechanical components.
Build / construct with a wide range of objects.	Select and name the tools needed to work the materials/ingredients.	Use a range of materials and components, including textiles and food ingredients.	Use tools with accuracy.	Understand the stages and sequence of the making process.	Select from a wide range of tools and equipment, explaining their choices.	Create step-by-step plans as a guide to making.
Start to select tools and techniques to shape, assemble and join.	Explain what they are making and name the materials they are using.	With help, measure out and mark out.	Select from materials according to their functional properties.	Learn how to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures.	Select from a range of materials and components according to their functionality and aesthetic qualities, using simple finishing techniques.	Independently plan by suggesting what to do next.
Replicate structures with materials / components.	Name the tools they are using and understand how they can use those tools safely.	Cut shape, join and score materials with some accuracy, including ingredients and fabrics.	Plan and explain the stages of the making process.	With growing independence, measure and mark out to the nearest cm and mm.	Cut accurately and safely to a marked line.	Independently take exact measurements and mark out to within 1 mm.
Discuss how to make an activity safe and hygienic.		Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.	Use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.		Create step-by-step plans as a guide to making.	Cut, shape, assemble, join and combine materials with accuracy.
Record experiences by completing simple drawings.				Cut, shape, assemble, join and combine materials with some degree of accuracy.	Independently plan by suggesting what to do next.	Refine the finish using techniques to improve the appearance of their product.

Progression of skills and knowledge				Evaluate		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Dismantle, examine and talk about existing objects/structures.</p> <p>Consider and manage some risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects / materials / tools.</p> <p>Describe textures, materials and components</p>	<p>Explore and evaluate existing products.</p> <p>Decide how existing products do/do not achieve their purpose.</p> <p>Talk about their design as they develop and identify good and bad points.</p> <p>Say what they like and do not like about items they have made and attempt to say why.</p> <p>Discuss how closely their finished product meets their design criteria, how well it meets the needs of the user and any improvements that could be made.</p> <p>Discuss the links that a chosen inventor/chef/designer has to the given project, whilst commenting and making evaluations on their products and designs.</p>	<p>Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations.</p> <p>Explain the positives and things to improve from existing products.</p> <p>Explore what material products are made of.</p> <p>Talk about their design ideas and what they are making.</p> <p>Discuss and record how closely their finished product meets their design criteria, how well it meets the needs of the user and any improvements that could be made.</p> <p>Discuss the links that a chosen inventor/chef/designer has to the given project, whilst commenting and making evaluations on their products and designs.</p>	<p>Investigate similar products to the one to be made to give starting points for a design.</p> <p>Draw/sketch products to help analyse and understand how products are made.</p> <p>Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</p> <p>Decide which design idea to develop, giving reasons for this selection.</p> <p>Consider and explain how the finished product could be improved and how well it meets the design criteria.</p> <p>Discuss the links that a chosen inventor/chef/designer has to the given project, whilst commenting and making evaluations on their products and designs.</p>	<p>Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.</p> <p>Explore what materials/ingredients products are made from and suggest reasons for this.</p> <p>Consider their design criteria as a process and use evaluation throughout the project to change and improve their product.</p> <p>Evaluate their product against their original design criteria, suggesting improvements and changes that could be made.</p> <p>Discuss the links that a chosen inventor/chef/designer has to the given project, whilst commenting and making evaluations on their products and designs.</p>	<p>Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.</p> <p>Identify the strengths and weaknesses of their design ideas, giving a report using correct technical vocabulary.</p> <p>Consider and explain how the finished product could be improved related to design criteria.</p> <p>Evaluate their product against their original design criteria, suggesting improvements and changes that could be made.</p> <p>Discuss the links that a chosen inventor/chef/designer has to the given project, whilst commenting and making evaluations on their products and designs.</p>	<p>Complete an analysis of other products on the market.</p> <p>Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make.</p> <p>Suggest improvements to the design criteria that can develop the product in the future.</p> <p>Evaluate their product against their original design criteria, suggesting improvements and changes that could be made.</p> <p>Discuss the links that a chosen inventor/chef/designer has to the given project, whilst commenting and making evaluations on their products and designs.</p>

Progression of skills and knowledge				Technical Knowledge		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand some food preparation tools, techniques and processes.	Build simple structures, exploring how they can be made stronger, stiffer and more stable.	Build simple structures, exploring how they can be made stronger, stiffer and more stable.	Understand that materials have both functional properties and aesthetic qualities.	Understand that materials have both functional properties and aesthetic qualities.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.
Practise stirring, mixing, pouring and blending.	Talk about and start to understand the simple working characteristics of materials and components.	Talk about and start to understand the simple working characteristics of materials and components.	Apply understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.	Understand and demonstrate mechanical systems.	Understand and demonstrate that mechanical and electrical systems have an input, process and output.
Discuss how to make an activity safe and hygienic.	Explore and create products using different mechanisms.	Explore and create products using different mechanisms.	Understand and demonstrate simple mechanical systems.	Understand and demonstrate simple mechanical systems.	Describe how recipes can be adapted to change appearance, taste, texture and aroma.	Use different types of circuit in a product, incorporating a switch.
Discuss use of senses.	Develop a food vocabulary using taste, smell, texture and feel.	Explain where food comes from.	Explain how mechanical systems such as levers and linkages create movement.	Describe how a pneumatic system can make something move and suggest where these systems are used in the manufacture process of products.	Explain how to be safe / hygienic and follow own guidelines.	Confidently use a number of components in a circuit, suggesting ways to add to the circuit to make improvements.
Understand need for variety in food.	Group familiar food products e.g. fruit and vegetables, explaining where food comes from.	Cut, peel, grate and chop a range of ingredients.	Use mechanical systems in their products.	Explain how mechanical systems such as levers and linkages create movement.	Know how to use utensils and equipment including heat sources to prepare and cook food.	Understand that a recipe can be adapted by adding / substituting ingredients.
Begin to understand that eating well contributes to good health.	Work safely and hygienically.	Work safely and hygienically.	Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.	Use mechanical systems in their products.		Explain the seasonality of foods.
	Understand the need for a variety of foods in the diet.	Understand the need for a variety of foods in the diet.	Analyse the taste, texture and smell of foods.			
		Measure and weigh food items using non-statutory measures e.g. spoons, cups.	Follow instructions.			

## Assessment in Design and Technology

**We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Design and Technology.**

When assessing DT, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Bunbury Aldersey, we have mapped out all endpoints for all the Design and Technology units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of DT. It is important to specify that the end piece that is produced within a unit of art is not simply the endpoint. Endpoints are made up primarily of knowledge and skills, technique and application (all recorded in classbooks); with the end product of their culmination forming the minority of assessment. The overall quality of an end piece is subjective, and as such the main focus of assessment is of things other than the created product.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.





