

Design and Technology Assessment Tracker

Reception

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Design	I am beginning to recognise what a good design needs I can sometimes choose materials appropriately I can make verbal plans with support I can contribute to a class discussion with support I can design packaging for my product with support	I can discuss what a good design needs I can design a simple pattern I can choose appropriately from available materials I can make verbal plans I can design a recipe as a class I can design packaging for my product	I can use a template to create a design I understand the importance of a clear design criteria I can design packaging by hand I can discuss what a good design needs I can design a simple pattern with paper I can choose from available materials
Make	I am developing my fine motor and cutting skills by following	I am developing my fine motor and cutting skills	I can cut neatly I can choose appropriate joining methods

	guides for cutting, lines for drawing etc I can join materials with support I can talk about my model	I can explore fine motor through threading and weaving I can use a prepared needle to practise threading I can join materials using both permanent and temporary joins I can describe my model and how I intend to put it together I can chop vegetables with support	I can make stable structures from card, tape and glue I know how to turn 2D nets into 3D structures I can follow instructions to cut and assemble I can chop fruit and vegetables safely
Evaluate	I can verbalise what I have made I can taste the food we have made and give opinions with support I can describe how the food looks I can choose my favourite packaging design I can say what went well when making my design	I can say what I like about my design I can give a verbal evaluation of my own and others work with adult support I can check to see if my model matches my plan I can say what I would do differently if I made my model again I can make a prediction about the suitability of materials I can taste the food we have made and give opinions I can describe how the food looks, feels, smells and tastes I can choose my favourite packaging design and explain why I am developing my fine motor and cutting skills	I can talk about my finished product explaining likes and dislikes I can evaluate against design criteria and make alterations appropriately I can evaluate different food combinations I can describe appearance, smell and taste I can compare the food that I have made with someone else's

Design and Technology Assessment Tracker

Year 1

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Design	I can discuss what a good design needs I can design a simple pattern I can choose appropriately from available materials I can make verbal plans I can design a recipe as a class I can design packaging for my product	I can use a template to create a design I understand the importance of a clear design criteria I can design packaging by hand I can discuss what a good design needs I can design a simple pattern with paper I can choose from available materials	I can create my own design I can generate and communicate ideas using sketching and modelling I can design dishes using food combinations that work well together
Make	I am developing my fine motor and cutting skills	I can cut neatly I can choose appropriate joining methods I can make stable structures from card, tape and glue	I can decorate my design using a variety of methods I can neatly pin and cut fabric as required

	I can explore fine motor through threading and weaving I can use a prepared needle to practise threading I can join materials using both permanent and temporary joins I can describe my model and how I intend to put it together I can chop vegetables with support I am developing my fine motor and cutting skills	I know how to turn 2D nets into 3D structures I can follow instructions to cut and assemble I can chop fruit and vegetables safely	I can make a structure according to design criteria I can create joins and structures from paper, card and tape I can build a strong and stiff structure by folding paper I can select materials according to their characteristics I can follow a design brief I can cut and assemble components neatly I can chop foods safely, grate foods and snip smaller foods instead of cutting
Evaluate	I can say what I like about my design I can give a verbal evaluation of my own and others work with adult support I can check to see if my model matches my plan	I can talk about my finished product explaining likes and dislikes I can evaluate against design criteria and make alterations appropriately I can evaluate different food combinations I can describe appearance, smell and taste I can compare the food that I have made with someone else's	I can identify the aspects of my peers work that I like and explain why I can evaluate the quality of work produced by myself and peers against design criteria I can test and adapt a design I can use peer feedback to modify my design I can describe the taste, texture and smell of fruit and vegetables

	I can say what I would do differently if I made my model again I can make a prediction about the suitability of materials I can taste the food we have made and give opinions I can describe how the food looks, feels, smells and tastes I can choose my favourite packaging design and explain why		I can describe the information that should be included on a label I can evaluate food by giving a score
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Design and Technology Assessment Tracker

Year 2

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Design	I can use a template to create a design I understand the importance of a clear design criteria I can design packaging by hand I can discuss what a good design needs I can design a simple pattern with paper I can choose from available materials	I can create my own design I can generate and communicate ideas using sketching and modelling I can design dishes using food combinations that work well together	I can make a design incorporating key features to appeal to specific people / purpose I can draw and label the shapes that will create the features I can design a toy that uses a pneumatic system I can develop design criteria from a design brief I can generate ideas using thumbnail sketches and exploded diagrams I know that different types of drawings are used in design to explain ideas clearly I can carry out research on a given topic I can generate a final design giving consideration to the client's need and design criteria

			I understand the components of an electrical system I can create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish I can design and make a template from an existing product applying individual design criteria
Make	I can cut neatly I can choose appropriate joining methods I can make stable structures from card, tape and glue I know how to turn 2D nets into 3D structures I can follow instructions to cut and assemble I can chop fruit and vegetables safely	I can decorate my design using a variety of methods I can neatly pin and cut fabric as required I can make a structure according to design criteria I can create joins and structures from paper, card and tape I can build a strong and stiff structure by folding paper I can select materials according to their characteristics I can follow a design brief I can cut and assemble components neatly I can chop foods safely, grate foods and snip smaller foods instead of cutting	I can construct a range of 3D shapes using nets I can create special features or individual designs I can make facades from a range of recycled materials I can select materials due to their functional and aesthetic characteristics I am able to manipulate materials to create different effects by cutting, creasing, folding and weaving. I understand how to give the final product a higher quality finish

			I can measure and mark out materials using a template or ruler I know how to prepare myself and a work space to cook safely in I know the basic rules to avoid food contamination I can follow the instructions set out in a recipe
Evaluate	I can talk about my finished product explaining likes and dislikes I can evaluate against design criteria and make alterations appropriately I can evaluate different food combinations I can describe appearance, smell and taste I can compare the food that I have made with someone else's	I can identify the aspects of my peers work that I like and explain why I can evaluate the quality of work produced by myself and peers against design criteria I can test and adapt a design I can use peer feedback to modify my design I can describe the taste, texture and smell of fruit and vegetables I can describe the information that should be included on a label I can evaluate food by giving a score	I can evaluate my own work and the work of others in comparison to the original design I can use the views of others to improve designs I can test and modify design outcomes, suggesting improvements I understand the purpose of exploded diagrams through the eyes of the designer and client I can establish and use design criteria to help test and review dishes I can describe the benefits of seasonal fruits and vegetables and the impact on the environment

			I can suggest points for improvement
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Design and Technology Assessment Tracker

Year 3

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Design	I can create my own design I can generate and communicate ideas using sketching and modelling I can design dishes using food combinations that work well together	I can make a design incorporating key features to appeal to specific people / purpose I can draw and label the shapes that will create the features I can design and decorate using CAD software I can design a toy that uses a pneumatic system I can develop design criteria from a design brief I can generate ideas using thumbnail sketches and exploded diagrams I know that different types of drawings are used in design to explain ideas clearly I can carry out research on a given topic I can generate a final design giving consideration to the client's need and design criteria	I can make a model based on a chosen design I can write design criteria for a product, articulating decisions made I can design and talk about a personalised made product I can design a product with a given budget in mind and draw upon previous taste testing and judgements

		I understand the components of an electrical system I can create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish I can design and make a template from an existing product applying individual design criteria	
Make	I can decorate my design using a variety of methods I can neatly pin and cut fabric as required I can make a structure according to design criteria I can create joins and structures from paper, card and tape I can build a strong and stiff structure by folding paper I can select materials according to their characteristics I can follow a design brief	I can construct a range of 3D shapes using nets I can create special features or individual designs I can make facades from a range of recycled materials I can select materials due to their functional and aesthetic characteristics I am able to manipulate materials to create different effects by cutting, creasing, folding and weaving. I understand how to give the final product a higher quality finish I can measure and mark out materials using a template or ruler I know how to prepare myself and a work space to cook safely in I know the basic rules to avoid food contamination	I can measure, mark, cut and assemble with increasing accuracy I can use appropriate equipment to cut and attach materials I can assemble a product according to design and success criteria I can follow a baking recipe from start to finish, including the preparation of ingredients I can cook safely following basic hygiene rules I can adapt a recipe to improve or change to meet new design criteria I can make and test a paper template with accuracy

	I can cut and assemble components neatly I can chop foods safely, grate foods and snip smaller foods instead of cutting	I can follow the instructions set out in a recipe	I can measure, mark and cut fabric I can work neatly when sewing I can incorporate a fastening into a design
Evaluate	I can identify the aspects of my peers work that I like and explain why I can evaluate the quality of work produced by myself and peers against design criteria I can test and adapt a design I can use peer feedback to modify my design I can describe the taste, texture and smell of fruit and vegetables I can describe the information that should be included on a label	I can evaluate my own work and the work of others in comparison to the original design I can use the views of others to improve designs I can test and modify design outcomes, suggesting improvements I understand the purpose of exploded diagrams through the eyes of the designer and client I can establish and use design criteria to help test and review dishes I can describe the benefits of seasonal fruits and vegetables and the impact on the environment I can suggest points for improvement	I can evaluate a finished product based on features such as shape, speed, and workmanship I can evaluate electrical products I can test and evaluate the success of a final product I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients. I can evaluate and compare a range of food products. I can suggest modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). I can decide how many of the design criteria should be met for the product to be considered successful

	I can evaluate food by giving a score		I can suggest modification for improvement
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Design and Technology Assessment Tracker

Year 4

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Design	I can make a design incorporating key features to appeal to specific people / purpose I can draw and label the shapes that will create the features I can design a toy that uses a pneumatic system I can develop design criteria from a design brief I can generate ideas using thumbnail	I can make a model based on a chosen design I can write design criteria for a product, articulating decisions made I can design and talk about a personalised made product I can design a product with a given budget in mind and draw upon previous taste testing and judgements	I can design a stable structure that is able to support weight I can independently measure and mark wood accurately I can select appropriate tools and equipment I can use the correct technique when using equipment I can explain why selecting appropriate materials is an important part of the design process I can plan designs using a mixture of structures and mechanisms I can identify factors that could be changed on existing products

	sketches and exploded diagrams I know that different types of drawings are used in design to explain ideas clearly I can carry out research on a given topic I can generate a final design giving consideration to the client's need and design criteria I understand the components of an electrical system I can create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish I can design and make a template from an existing product applying individual design criteria		and explain how these would alter the form and function I can develop design criteria that clarifies the target user I can adapt a traditional recipe I can design appealing packaging to reflect a recipe
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Make	I can construct a range of 3D shapes using nets I can create special features or individual designs I can make facades from a range of recycled materials I can select materials due to their functional and aesthetic characteristics I am able to manipulate materials to create different effects by cutting, creasing, folding and weaving. I understand how to give the final product a higher quality finish I can measure and mark out materials using a template or ruler	I can measure, mark, cut and assemble with increasing accuracy I can use appropriate equipment to cut and attach materials I can assemble a product according to design and success criteria I can follow a baking recipe from start to finish, including the preparation of ingredients I can cook safely following basic hygiene rules I can adapt a recipe to improve or change to meet new design criteria I can make and test a paper template with accuracy I can measure, mark and cut fabric I can work neatly when sewing I can incorporate a fastening into a design	I can hide mechanisms in a product to make it more aesthetically pleasing I can construct a product with consideration for the design criteria I can follow a recipe, including the correct quantities of ingredients I can work safely and hygienically with independence I can work to a given timescale

	I know how to prepare myself and a work space to cook safely in I know the basic rules to avoid food contamination I can follow the instructions set out in a recipe		
Evaluate	I can evaluate my own work and the work of others in comparison to the original design I can use the views of others to improve designs I can test and modify design outcomes, suggesting improvements I understand the purpose of exploded diagrams through the eyes of the designer and client I can establish and use design criteria to help test and review dishes	I can evaluate a finished product based on features such as shape, speed, and workmanship I can evaluate electrical products I can test and evaluate the success of a final product I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients. I can evaluate and compare a range of food products. I can suggest modifications to a recipe (e.g., This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). I can decide how many of the design criteria should be met for the product to be considered successful	I can identify points of weakness in a structure I can suggest points for improvement for my own structures and the structures of others I can carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses I can peer evaluate a set of instructions I can evaluate g a recipe, considering: taste, smell, texture and origin of the food group. I can evaluate health and safety in production to minimise cross contamination

	I can describe the benefits of seasonal fruits and vegetables and the impact on the environment I can suggest points for improvement	I can suggest modification for improvement	
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Design and Technology Assessment Tracker

Year 5

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Design	I can make a model based on a chosen design I can write design criteria for a product, articulating decisions made I can design and talk about a personalised made product I can design a product with a given budget in mind and draw upon previous taste testing and judgements	I can design a stable structure that is able to support weight I can independently measure and mark wood accurately I can select appropriate tools and equipment I can use the correct technique when using equipment I can explain why selecting appropriate materials is an important part of the design process I can plan designs using a mixture of structures and mechanisms I can identify factors that could be changed on existing products and explain how these would alter the form and function	I can annotate a design and explain my decisions I can write a recipe explain the key steps, methods and ingredients including facts and drawings from research undertaken I can draw a design from three different perspectives I can generate ideas through sketching and discussion I can model ideas through prototypes I understand what is meant by 'fit for purpose' and 'form over function'.

		I can develop design criteria that clarifies the target user I can adapt a traditional recipe I can design appealing packaging to reflect a recipe	I can make a design featuring a variety of different structures, considering effective and ineffective design
Make	I can measure, mark, cut and assemble with increasing accuracy I can use appropriate equipment to cut and attach materials I can assemble a product according to design and success criteria I can follow a baking recipe from start to finish, including the preparation of ingredients I can cook safely following basic hygiene rules I can adapt a recipe to improve or change to meet new design criteria	I can hide mechanisms in a product to make it more aesthetically pleasing I can construct a product with consideration for the design criteria I can cut and prepare vegetables safely I can use equipment safely I know how to avoid cross contamination I can follow a step-by-step method carefully to make a recipe	I can follow a recipe, including the correct quantities of ingredients I can work safely and hygienically with independence I can work to a given timescale I can accurately construct a stable base I can accurately cut, fold and assemble a net I understand how a range of mechanisms work, including linkages, cams, levers and pivots I can measure, mark and cut accurately using a ruler and scissors I can select appropriate materials based on the materials being joined at the speed at which the glue needs to dry and set

	I can make and test a paper template with accuracy I can measure, mark and cut fabric I can work neatly when sewing I can incorporate a fastening into a design		I can measure, mark and cut to create structures
Evaluate	I can evaluate a finished product based on features such as shape, speed, and workmanship I can evaluate electrical products I can test and evaluate the success of a final product I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients.	I can identify points of weakness in a structure I can suggest points for improvement for my own structures and the structures of others I can carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses I can peer evaluate a set of instructions I can identify the nutritional differences between products and recipes I can identify and describe healthy benefits of food groups	I can evaluate g a recipe, considering: taste, smell, texture and origin of the food group. I can evaluate health and safety in production to minimise cross contamination I can analyse a selection of existing children's toys I can gather images and information about existing products I understand that different mechanisms create different outputs I can improve a design based on peer evaluation

	I can evaluate and compare a range of food products. I can suggest modifications to a recipe (e.g., This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). I can decide how many of the design criteria should be met for the product to be considered successful I can suggest modification for improvement		
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Design and Technology Assessment Tracker

Year 6

Design and Technology strands	Working towards the expected standard	Working at the expected standard	Working above the expected standard (Key Stage 3)
Design	I can design a stable structure that is able to support weight I can independently measure and mark wood accurately I can select appropriate tools and equipment I can use the correct technique when using equipment I can explain why selecting appropriate materials is an	I can annotate a design and explain my decisions I can write a recipe explain the key steps, methods and ingredients including facts and drawings from research undertaken I can draw a design from three different perspectives I can generate ideas through sketching and discussion I can model ideas through prototypes I understand what is meant by 'fit for purpose' and 'form over function'.	I can use research and exploration, such as the study of different cultures, to identify and understand user needs I can identify and solve their own design problems and understand how to reformulate problems given to them I can develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations

	important part of the design process I can plan designs using a mixture of structures and mechanisms I can identify factors that could be changed on existing products and explain how these would alter the form and function I can develop design criteria that clarifies the target user I can adapt a traditional recipe I can design appealing packaging to reflect a recipe	I can make a design featuring a variety of different structures, considering effective and ineffective design	I can use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses I can develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
Make	I can hide mechanisms in a product to make it more aesthetically pleasing I can construct a product with	I can follow a recipe, including the correct quantities of ingredients I can work safely and hygienically with independence I can work to a given timescale I can accurately construct a stable base	I can select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

	consideration for the design criteria I can cut and prepare vegetables safely I can use equipment safely I know how to avoid cross contamination I can follow a step-by-step method carefully to make a recipe	I can accurately cut, fold and assemble a net I understand how a range of mechanisms work, including linkages, cams, levers and pivots I can measure, mark and cut accurately using a ruler and scissors I can select appropriate materials based on the materials being joined at the speed at which the glue needs to dry and set I can measure, mark and cut to create structures	I can select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
Evaluate	I can identify points of weakness in a structure I can suggest points for improvement for my own structures and the structures of others I can carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses	I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can evaluate health and safety in production to minimise cross contamination I can analyse a selection of existing children's toys I can gather images and information about existing products I understand that different mechanisms create different outputs I can improve a design based on peer evaluation	I can analyse the work of past and present professionals and others to develop and broaden their understanding I can investigate new and emerging technologies I can test test, evaluate and refine my ideas and products against a specification, taking into account the views of

	I can peer evaluate a set of instructions I can identify the nutritional differences between products and recipes I can identify and describe healthy benefits of food groups		intended users and other interested groups I understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
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