

DESIGN TECHNOLOGY SKILLS	Early Years	KS1 (Y1 and Y2)	Lower KS2 (Y3 and Y4)	Upper KS2 (Y5 and Y6)
ANALYSE				
Products	What is it like? How does it work?	Why have these materials been used? Who uses it?	How is it constructed? What is the cost?	What is the environmental/ social impact of these design choices?
Designers	What do they do?	What kind of products do they make?	How do they get new ideas?	What choices did they make during product design?
DESIGN				
Define: context, user and purpose.	Say who the product is for and explain its purpose.	Use given design criteria.	Generate design criteria considering materials + basic user needs.	Survey user needs. Develop simple design specification.
Collect and Connect: as many ideas as possible	Sketches Objects ICT: <i>drawing</i>	Ideas Photographs ICT: <i>drawing and labelling</i>	Annotated sketches Cross-sectional diagram ICT: <i>tinkercad.com</i>	Prototypes Mood board ICT: <i>Sketch Up</i>
Select and Refine	Say how the product will work.	Explain how the final idea meets the design criteria.	Group discussion. Justify opinions by referring to design criteria.	Collaboration: taking on a specific team role. Presentation
MAKE				
Measure; Mark; Cut using scissors and saws	Measurement by comparison.	Simple measurements.	<i>'Measure twice, cut once.'</i> Some accuracy.	Determine own measurements. Precise cutting.
Materials	junk	junk; paper/ card	paper/ card; wood	paper/ card; wood
Kits	LEGO, DUPLO, LARGE WOODEN BRICKS		K'NEX	
Prepare Food	Use knife/fork; use knife. Spreading, grating, peeling, cutting, mashing.	Chopping, kneading, slicing, mixing safely.	Cooking, baking, whisking.	Rubbing, rolling.
EVALUATE	Describe what was made and how successful it was.	Judge quality of product against criteria. Suggest simple improvements.	Identify strengths and weaknesses of product. Refer to opinions of others.	Critically evaluate product against design specification.