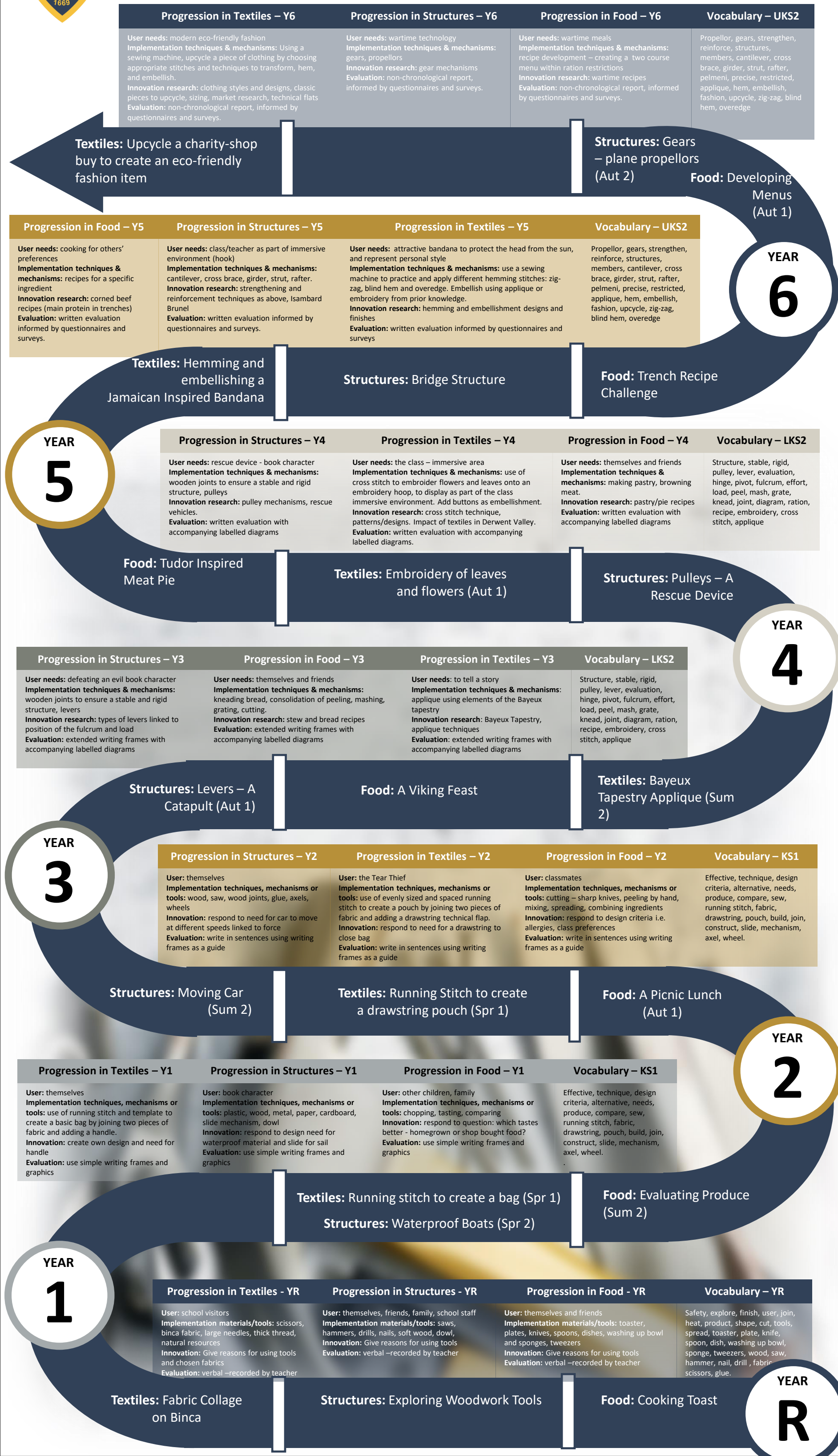




*“Technology, like art, is a soaring exercise of the human imagination.” - Daniel Bell*



## Key Concepts

Concept	KS	What understanding and using that concept looks like
<b>User</b> A person who uses or operates something	EYFS	<b>Ask questions</b> to find out who the product is for and how it can be used.
	KS1	<b>Identify</b> who the product is for and why it is useful. <b>Compare</b> alternatives of the same product.
	KS2	<b>Understand</b> how the needs of the user led to the creation of the product. <b>Recognise</b> that some products meet the needs of the user more appropriately.
<b>Implementation</b> The process of putting a decision or plan into effect; execution	EYFS	<b>Use resources and tools safely</b> for cutting, shaping, joining and finishing to make own products.
	KS1	<b>Select and use</b> a range of different techniques and tools.
	KS2	Accurately <b>use</b> precise techniques to produce high quality products that fulfil a need.
<b>Innovation</b> The act of creating a new method, idea, or product	EYFS	<b>Explore</b> imaginatively and <b>create</b> new products. <b>Say</b> why resources and techniques were chosen.
	KS1	<b>Respond</b> to design criteria.
	KS2	<b>Combine</b> detailed design ideas with evaluation outcomes before <b>creating</b> a final product. <b>Use</b> research and <b>develop</b> design criteria based on the user's need.
<b>Evaluation</b> The making of a judgement about something; assessment	EYFS	<b>Say</b> what they like about the product
	KS1	<b>Consider</b> the effectiveness of different products, tools and techniques.
	KS2	<b>Engage</b> with continuous evaluation process, testing different alternatives and <b>determining</b> the effectiveness throughout.

## Expectations and Resources in Continuous Provision

Age Group	Expectations and Resources
<b>Reception</b>	<p><b>Design brief</b> – drawing the product and labelling it. Take a photo of the design and end product. Verbally evaluate with class teacher support.</p> <p>Hammer, long nails, split pins, boxes, hacksaw, lollypop sticks, wood, treasury tags, hand drill, ruler, pencils, scissors, stapler, hole punch, glue, tape, crayons, pipe cleaners, binca, thread, large needles</p>
<b>Year 1</b>	<p><b>Design brief</b> – draw the design, write what they are making and what it is for, select the tools and materials from a given list, draw a picture of the finished product and evaluate using a one step evaluation.</p> <p><b>In addition to EYFS:</b> Wood scissors, bench hook, sewing needles, thread, hack saw, screwdriver, pliers, goggles, wooden wheels, plastic wheels, rods, stitch fabric, fabric, buttons, short nails.</p>
<b>Year 2</b>	<p><b>Design brief</b> - draw or stick pictures of existing products that have been found, say what they like and what they would change. Draw their design, write what the product can be used for, list the tools and materials needed, insert a photo of the finished product, complete an evaluation writing what they like and what they would do differently next time.</p> <p><b>In addition to Y1:</b> Square and round dowel, g-clamp, square sheets of felt, (small and large) screws.</p>
<b>Year 3</b>	<p><b>Design brief</b> – Explain why they like the existing products found and why they would change them. Name the product being created, explain why they are making this product. List materials and tools separately. Safety – think about and write about problems that may be faced, how they will be overcome and keeping themselves and others safe. Create instructions for making the product including a title, materials needed, a picture and instructions. Evaluate the product in 3 steps writing in full sentences including answering if the product works and explaining how / why.</p> <p><b>In addition to Y2:</b> Screwdrivers – round head and flat head, snips, wire cutters, safe ruler.</p>

**DT:** we aim to think critically, reason, evaluate and problem solve