

EBJS Foundation Subject Assessment Record for DT



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
DT Key skills in Year 3					
<p>Continuous Key skills</p>	<p>Pneumatic Toys</p> <ul style="list-style-type: none"> To understand how pneumatic systems work. To know that mechanisms are a system of parts that work together to create motion. To know that pneumatic systems can be used as part of a mechanism. To know that they are used in a range of everyday objects. To know that pneumatic systems force air over a distance to create movement. To design a toy which uses a pneumatic system. To develop design criteria from a design brief. To know that there are three different types of pneumatic systems to design a toy To use recycled household objects to make a pneumatic toy. To generate ideas using thumbnail sketches and exploded diagrams. To know that different types of drawings are used in design to explain ideas clearly. To create a pneumatic system. To create a pneumatic system to create a desired motion. To know how to use these components to make a functional and appealing pneumatic toy. To build secure housing for a pneumatic system. To know that syringes and balloons can be used to create different types of pneumatic systems. 	<p>Cushions</p> <ul style="list-style-type: none"> To sew cross stitch. To learn appliqué technique. To reflect on techniques used. To design a cushion. To use a paper template. To cut fabric accurately. To follow a design criteria. To use cross stitch. To know how to appliqué. To use stitches to join fabrics. To leave space for a seam. To understand why some products are turned inside out after sewing. 	<p>Castles</p> <ul style="list-style-type: none"> To identify the features of a castle. To design a castle. To construct 3D nets. To construct and evaluate my final product. <p>Eating Seasonally</p> <ul style="list-style-type: none"> To know that climate affects food and growth. To know that not all fruits and vegetables can be grown in the UK. To understand that different climates enable different fruits and vegetables to grow. To use cooking equipment safely. To consider hygiene when preparing food. To learn that imported food will have travelled from far away and has an impact on the environment. To learn that fruit and vegetables grow in certain seasons. To know that in the UK we often import food from different countries and why. To create a recipe that is healthy and nutritious using seasonal vegetables. To know what foods are currently in season. To know that each fruit and vegetable gives us nutritional benefits. To design a filo tart using seasonal vegetables. To know the basic rules of food contamination. To use, store and clean a knife safely. 		

	<p>To test and finalise ideas against design criteria. To remember that materials are selected due to their functional and aesthetic. To know how to manipulate materials to create different effects by cutting, creasing, folding, weaving, etc.</p> <p>Static Electricity</p> <p>To describe what static electricity is and how it moves objects through attraction or repulsion. To generate static electricity independently. To use static electricity to make objects move in a desired way. To identify a design criteria and a target audience. To know that charges can pass between objects, creating static electricity and making objects move. To design a game that works using static electricity. To use a range of materials and equipment safely to make a game. To ensure that the game meets the design criteria and is suitable for the target audience. To test the success of a product against a design criteria. To refer to the original game design to evaluate a static electricity game. To explain how a game meets the design criteria. To test the success of a product against a design criteria.</p>		<p>To follow a recipe to make a tart.</p>
--	--	--	---

EBJS Foundation Subject Assessment Record for DT



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2022 / 2023	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
DT Key skills in Year 4					
<p>Continuous key skills</p>	<p>Slingshot cars</p> <p>To understand that car designs have developed over many years.</p> <p>To know that a chassis is the frame of a car on which everything else is built.</p> <p>To know that all moving things have kinetic energy.</p> <p>To know that kinetic energy is the energy that something (an object or person) has by being in motion.</p> <p>To design a suitable car body.</p> <p>To draw a net to create a structure from.</p> <p>To choose shapes that increase or decrease the speed of the car as a result of air resistance.</p> <p>To add graphics to personalise a design.</p> <p>To know that nets are flat shapes that can be turned into 3D structures.</p> <p>To measure, mark and cut the panels (nets) against the dimensions of the chassis.</p> <p>To include tabs on the nets so that they can be secured to the panels of the chassis.</p> <p>To decorate the panels.</p> <p>To assemble and test the completed product.</p> <p>Pavilions</p> <p>To know what a pavilion is.</p> <p>To explain the purpose of world expos and pavilions.</p> <p>To make a variety of different frame structures.</p>	<p>Adapting a Recipe</p> <p>To evaluate a product to consider taste, smell, texture, appearance, packaging and target audience.</p> <p>To follow a recipe to make a biscuit.</p> <p>To know how to cook food safely.</p> <p>To cook a recipe, adapting it to create a new biscuit prototype.</p> <p>To evaluate and compare a range of biscuit prototypes.</p> <p>To design a biscuit to sell for a given amount.</p> <p>To taste and evaluate a prototype product.</p> <p>To create and work to a budget.</p> <p>To make decisions as part of a team to finalise a product.</p> <p>To create branding.</p> <p>To use specific quantities of ingredients.</p> <p>To make suitable packaging for a product.</p>	<p>Fastenings</p> <p>To know what the main types of fastenings are.</p> <p>To explain the advantages and disadvantages of each fastening type.</p> <p>To design a product based on a design criteria.</p> <p>To write a design criteria.</p> <p>To create a design including a fastening.</p> <p>To make a paper template.</p> <p>To join fabric by sewing.</p> <p>To stick to the design criteria.</p> <p>To make a product that is fit for purpose.</p> <p>Torches</p> <p>To identify electrical products.</p> <p>To know what conductors and insulators are.</p> <p>To know that a battery contains stored electricity and can be used to power products.</p> <p>To identify the features of a torch.</p> <p>To say what is good and bad about different torches.</p> <p>To factor in who the product is for in the design criteria.</p> <p>To design a torch which satisfies both the design and success criteria.</p> <p>To make a working circuit with a switch.</p> <p>To use appropriate equipment to cut and attach materials.</p> <p>To assemble a torch according to the design criteria.</p>		

	<p>To know that different materials can create different effects.</p> <p>To understand how to make a stable structure.</p> <p>To design a structure that is stable and aesthetically pleasing.</p> <p>To build a free-standing structure.</p> <p>To select appropriate materials to build a strong structure.</p> <p>To know how to reinforce corners to strengthen my structure</p> <p>To refer to a design sheet to create the pavilion.</p> <p>To select appropriate materials for the cladding</p> <p>To add cladding which reflects the design.</p> <p>To create different textural effects.</p>		<p>To test a torch to evaluate its success.</p>
--	---	--	---

EBJS Foundation Subject Assessment Record for DT



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2023 / 2024	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
DT Key skills in Year 5					
<p>Continuous key skills</p>	<p>Stuffed Toys</p> <ul style="list-style-type: none"> To make a paper template. To know how to ensure that a template is proportional. To cut neatly and accurately. To thread a needle. To use a blanket stitch to join two pieces of fabric. To create strong and secure stitches (blanket, running, cross stitch). To use applique to attach pieces of fabric decoration. To use stitches to decorate fabric. To use blanket stitch to join two pieces of fabric ensuring no holes or gaps. To evaluate the end result. <p>Electric Greetings Cards</p> <ul style="list-style-type: none"> To know that circuits are made up of different electronic components. To name key circuit components used to create a functioning circuit. To know that graphite is a conductor and can be used as part of a circuit. To design a card with a working circuitA collection of components which make an electrical system with no breaks. To label the LEDs with positive and negative legs. 	<p>Bridges</p> <ul style="list-style-type: none"> To identify arch and beam bridges and explain what 'compression and tension' mean. To make a range of different shaped beam bridges. To identify stronger and weaker structures. To find different ways to reinforce structures. To identify suspension and truss bridges. To use triangles to create truss bridges and test them. To understand how triangles can be used to reinforce bridges. To measure and mark wood accurately. To select appropriate tools and equipment for particular tasks. To use saws safely to create parts for a bridge. To identify points of weakness and reinforce them as necessary. To evaluate the overall success of a bridge and improve it, as necessary. 	<p>What Could Be Healthier?</p> <ul style="list-style-type: none"> To know that beef is the name of meat from cattle. To know how beef is reared and processed. To understand the ethical issues around the way in which cattle should be farmed. To know what foods make up a balanced diet. To know how a recipe can be adapted to make it healthier. To use keywords to research for alternative ingredients for a well-known dish. To suggest healthy substitutions and additions to a recipe. To know that the nutritional value of a recipe alters if you remove, substitute, or add additional ingredients. To calculate and compare two adapted Bolognese recipes using a nutritional calculator. To write an amended method for a recipe to incorporate changes to the ingredients. To use equipment safely, including knives, hot pans, and hobs. To know how to avoid cross-contamination. To carefully follow a method to make a recipe. To learn to chop vegetables. To design appealing packaging that reflects a recipe. <p>Pop-up Books</p>		

	<p>To place positive leg of the LED branches towards the positive side of the battery.</p> <p>To create the front cover for a greetings card.</p> <p>To refer to a design to keep the ideas focused.</p> <p>To map out where different components of the circuit will go.</p> <p>To make a circuit and integrating it into a greeting card.</p> <p>To understand that breaks in a circuit stop it from working.</p> <p>To lay copper tape in straight lines and ensure corners are never broken.</p> <p>To know that the legs of the LED to be the correct way round for the circuit to work.</p>		<p>To learn that input is the motion used to start a mechanism.</p> <p>To learn that output is the motion that happens because of starting the input.</p> <p>To know that mechanisms control movement.</p> <p>To design a book made up of; a front cover, four pages and a mixture of structures and mechanisms.</p> <p>To use paper, card, and glue to make the book structure.</p> <p>To make mechanisms and/or structures as detailed in the design template by using sliders, pivots and folds to produce movement.</p> <p>To complete the mechanisms and structures as detailed in the design template.</p> <p>To make the book look neater and more attractive by using layers using spacers to hide relevant parts of the mechanisms.</p> <p>To complete the surface decoration of the pop-up book by adding the story through pictures and captions.</p> <p>To consider the preferences and needs of the user.</p> <p>To know that good quality making should be neat, accurate and securely assembled.</p>
--	---	--	---

EBJS Foundation Subject Assessment Record for DT



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2024 / 2025	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
DT Key skills in Year 6					
Continuous key skills	<p>Waistcoats</p> <ul style="list-style-type: none"> To annotate designs. To design clothing to a set of design criteria. To explain the differences between a design and the template. To accurately mark out the outline of the panels for the waistcoat. To cut neatly and accurately. To sew with small, neat stitches, following the edge. To tie strong knots to secure the thread in place. To secure a fastening. To attach objects for decoration using thread. To evaluate the final piece against the design criteria. 	<p>Come Dine With Me</p> <ul style="list-style-type: none"> To know how to research a recipe by ingredient. To understand that not all courses complement one another. To list the ingredients needed for a chosen recipe. To read the method and make a list of the equipment needed for a recipe. To prepare ingredients and follow a recipe safely. To describe the process of 'Farm to Fork' for a given ingredient using a storyboard. To contribute a recipe page to a class cookbook using imperative verbs, adjectives and illustrations. 	<ul style="list-style-type: none"> To assemble a motor. To tweak a motor to improve its function. To identify and name the components in a steady hand game. To create a clear design criteria for a game. To design a game and draw it from three different perspectives. To cut and assemble a net. To decorate the base to a high-quality finish. To ensure that the side of the base are aligned when glued. To make and test a circuit. To incorporate a circuit into a base. To name electrical components. 		