



	3								
Ea	t More Fruit and Vegetables								
G	Group: Year: Term:								
	DT								
_	Can children identify and describe familiar fruits and vegetables?								
Lesson	Can children gather data about the most popular fruits and vegetables?								
Fe	Can children present data in a pictogram?								
2	Can children identify different parts of fruits and vegetables, such as the skin, flesh and seeds?								
Lesson	Can children explore a range of fruits and vegetables using their different senses?								
Le	Can children draw, label and describe a variety of fruits and vegetables?								
ო	Can children identify ways of working safely with sharp objects such as knives and graters?								
Lesson	Can children identify ways of working hygienically with food?								
Le	Can children follow health and safety procedures when preparing food?								
4	Do children understand that fruits and v <mark>eget</mark> ables are an <mark>impo</mark> rtant part of a healthy diet?								
Lesson	Can children design a salad or smoothie for a particular purpose?								
Le	Can children identify what ingredients and tools they will need to make their salad or smoothie?								
ī	Can children identify and follow rules for food safety and hygiene?					- 8			
Lesson	Can children follow a design to make a smoothie or salad?								
Les	Can children evaluate their finished products and say what they think and feel about them?								

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DT Assessment Grid: Moving Minibeasts: Year 1/2



N	Moving Minibeasts								
G	Group: Year: Term:								
	DT								
_									
Lesson	Can children make their own moving pictures using a sliding mechanism?								
Les	Can children evaluate the sliding mechanisms they have made, and identify areas where they could be improved?								
2	Do children understand the terms 'lever' and 'pivot'?								
Lesson	Can children combine and join materials to make their own lever and pivot mechanisms?								
Fe	Can children explain how their lever and pivot mechanism works?								
n ع	Can children describe what a pivot is?								
Lesson	Can children cut out and join components to create a wheel mechanism?								
۳	Can children evaluate their work and identify areas for future development?								
4	Can children design their own moving picture?								
Lesson	Can children choose a suitable moving mechanism for their design?								
Le	Can children explain how the mechanism will make their picture move?								
ις	Can children follow a design to create a picture with a moving mechanism?								
Lesson	Can children work safely with a variety of tools and materials to create a moving mechanism?								
Les	Can children identify ways in which they can improve their finished products?					Ę			
9 u	Do children understand what it means to evaluate?								
Lesson 6	Can children evaluate their own moving picture?			- 11V					
Le Le	Can children identify ways to improve their moving picture?								

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DT Assessment Grid: Stable Structures



St	able Structures								
G	Group: Year: Term:								
	DT								
_	Can children evaluate existing products?								
Lesson	Can children communicate their ideas through talking?								
Le	Can children compare existing products?								
2 ر	Can children design a functional product?								
Lesson	Can children communicate their ideas through talking and drawing?								
Le	Can children think about the purpose of the end product?								
3	Can children investigate the properties and characteristics of materials?								
Lesson	Can children explore how materials can be made stronger and stiffer?								
Le	Can children select appropriate materials based on the purpose of their product?								
4 د	Can children follow a design pl <mark>an?</mark>								
Lesson	Can child <mark>ren ma</mark> nipulate mater <mark>ials?</mark>								
Le	Can children use tools accurately?								
ט ר	Can children make purposeful, functional products?	4				3			
Lesson	Can children evaluate their products?								
Le	Can children use technical language when talking about their product?								

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Р	uppets								
	roup:	Year:	Term:						
		DT							
-	Can children describe what p	puppets are and how they are u	sed?						
Lesson	Can children recognise and o	describe a variety of different ty	pes of puppets?						
Ë	Can children identify the fea	tures of a variety of puppets?							
2 ر	Can children use a template	to cut out appropriate sizes of f	abric?						
Lesson	Can children develop ideas l	by putting components togethe	r?						
ٿ	Can children discuss their fin	nished work and evaluate what v	vent well and what could be improved?						
3 م	Can children use running stit	tch and/or over stitch to join two	pieces of fabric together?						
Lesson	Can children use a needle ar	nd thread to attach buttons and	other features to material?						
۾	Do children know how to wo	ork safely with a variety of sharp	tools, such as needles and scissors?						
4	Can children design a glove	puppet for a particular purpose	?						
Lesson	Can children describe what r	materials and tools they will nee	d to make their puppet?						
គ	Can children describe the sto	eps they will <mark>ne</mark> ed to take to ma	ı <mark>ke</mark> their puppet?						
5	Can children describe the st	eps they wil <mark>l nee</mark> d to take to cre	ate their puppet?						
Lesson	Can children follow their des	signs to crea <mark>te their puppets?</mark>							
Le	Can children work safely and	d sensibly when working with a v	rariety of materials and tools?			d			
9 ر	Can children evaluate their c	own finished products and say w	hat they think and feel about them?	A					
Lesson 6	Can children comment on th	ne work of others and offer their	opinions?						
Le	Can children identify ways in	n which they could improve their	work in the future?						

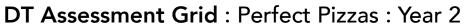
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V	ehicles								
G	roup:	Year:	Term:						
		DT							
-	Can children identify a variet	ty of different types of vehicles?							
Lesson	Can children identify the ma	in features of a variety of vehicles	5?						
Les	Can children identify the use	es for a variety of vehicles?							
2	Do children know what whee	els, axles and chassis are?							
Lesson	Do children know that there	are two different ways of attachir	ng wheels to axles?						
Fe	Can children experiment with chassis?	h a range of materials and techni	ques to combine wheels, axles and						
33	Can children choose materia	als to use as the body of a vehicle	?						
Lesson	Can children identify differer	nt ways of combining materials to	create the body of a vehicle?						
۾	Can children identify differer	nt ways of decorating the body o	f a vehicle including ICT?						
4	Can children design a vehicl	e to include wheels, axles, chassi	s and bodies?						
Lesson	Can children describe which	materials and tools they will nee	d to make their vehicles?						
Fe	Can children discuss their de	esigns and sa <mark>y w</mark> hat they think <mark>a</mark> n	d feel about them?						
ιΩ	Can children f <mark>ollow a</mark> design	to create a <mark>vehic</mark> le?							
Lesson	Can children use a variety of	materials and tools safely and ef	fectively to create a vehicle?						
Ë	Can children identify ways in	which they could improve their	oroducts and amend accordingly?			3			
9	Can children evaluate a finisl	hed product by identifying what	they did well?	a					
Lesson 6	Can children evaluate a finisl	hed product by identifying what	could be improved?						
Ë	Can children identify ways in	which they could improve their	work with DT in the future?						

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Pe	Perfect Pizzas									
G	Group: Year: Term:									
	DT									
~	Can the children identify the different parts of a pizza?									
0 U	Can the children sort foods into different food groups?									
Lesson	Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy?									
7	Can the children name and describe a variety of breads?									
Lesson	Can the children say which breads they like?									
Le	Can the children use the features of the bread to decide if it is fit for purpose?									
က	Can the children name and describe a variety of toppings?									
Lesson	Can the children state their opinions and preferences about different toppings?									
Les	Do the children understand eating healthily means having a balanced diet?									
4	Do children understand that pizzas can be part of a healthy diet?									
Lesson	Can children design a healthy pizza?									
Le	Can children identify what ingredients and tools they will need to make their pizza?									
ιΩ	Can children identify and follow rules for food safety and hygiene?					= 8	3			
Lesson	Can children follow a design to make a pizza?									
Le	Can children evaluate their finished products and say what they think and feel about them?									

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