

# DT Assessment Grid : Eat More Fruit and Vegetables : Year 1

Eat More Fruit and Vegetables																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>DT</b>																				
<b>Lesson 1</b>	Can children identify and describe familiar fruits and vegetables?																			
	Can children gather data about the most popular fruits and vegetables?																			
	Can children present data in a pictogram?																			
<b>Lesson 2</b>	Can children identify different parts of fruits and vegetables, such as the skin, flesh and seeds?																			
	Can children explore a range of fruits and vegetables using their different senses?																			
	Can children draw, label and describe a variety of fruits and vegetables?																			
<b>Lesson 3</b>	Can children identify ways of working safely with sharp objects such as knives and graters?																			
	Can children identify ways of working hygienically with food?																			
	Can children follow health and safety procedures when preparing food?																			
<b>Lesson 4</b>	Do children understand that fruits and vegetables are an important part of a healthy diet?																			
	Can children design a salad or smoothie for a particular purpose?																			
	Can children identify what ingredients and tools they will need to make their salad or smoothie?																			
<b>Lesson 5</b>	Can children identify and follow rules for food safety and hygiene?																			
	Can children follow a design to make a smoothie or salad?																			
	Can children evaluate their finished products and say what they think and feel about them?																			

# DT Assessment Grid : Moving Minibeasts : Year 1/2



Moving Minibeasts																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
DT																			
Lesson 1	Can children explain how a sliding mechanism works?																		
	Can children make their own moving pictures using a sliding mechanism?																		
	Can children evaluate the sliding mechanisms they have made, and identify areas where they could be improved?																		
Lesson 2	Do children understand the terms 'lever' and 'pivot'?																		
	Can children combine and join materials to make their own lever and pivot mechanisms?																		
	Can children explain how their lever and pivot mechanism works?																		
Lesson 3	Can children describe what a pivot is?																		
	Can children cut out and join components to create a wheel mechanism?																		
	Can children evaluate their work and identify areas for future development?																		
Lesson 4	Can children design their own moving picture?																		
	Can children choose a suitable moving mechanism for their design?																		
	Can children explain how the mechanism will make their picture move?																		
Lesson 5	Can children follow a design to create a picture with a moving mechanism?																		
	Can children work safely with a variety of tools and materials to create a moving mechanism?																		
	Can children identify ways in which they can improve their finished products?																		
Lesson 6	Do children understand what it means to evaluate?																		
	Can children evaluate their own moving picture?																		
	Can children identify ways to improve their moving picture?																		

# DT Assessment Grid : Stable Structures

Stable Structures																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
DT																				
Lesson 1	Can children evaluate existing products?																			
	Can children communicate their ideas through talking?																			
	Can children compare existing products?																			
Lesson 2	Can children design a functional product?																			
	Can children communicate their ideas through talking and drawing?																			
	Can children think about the purpose of the end product?																			
Lesson 3	Can children investigate the properties and characteristics of materials?																			
	Can children explore how materials can be made stronger and stiffer?																			
	Can children select appropriate materials based on the purpose of their product?																			
Lesson 4	Can children follow a design plan?																			
	Can children manipulate materials?																			
	Can children use tools accurately?																			
Lesson 5	Can children make purposeful, functional products?																			
	Can children evaluate their products?																			
	Can children use technical language when talking about their product?																			



# DT Assessment Grid : Vehicles : Year 2

Vehicles																				
Group:		Year:		Term:																
<b>DT</b>																				
<b>Lesson 1</b>	Can children identify a variety of different types of vehicles?																			
	Can children identify the main features of a variety of vehicles?																			
	Can children identify the uses for a variety of vehicles?																			
<b>Lesson 2</b>	Do children know what wheels, axles and chassis are?																			
	Do children know that there are two different ways of attaching wheels to axles?																			
	Can children experiment with a range of materials and techniques to combine wheels, axles and chassis?																			
<b>Lesson 3</b>	Can children choose materials to use as the body of a vehicle?																			
	Can children identify different ways of combining materials to create the body of a vehicle?																			
	Can children identify different ways of decorating the body of a vehicle including ICT?																			
<b>Lesson 4</b>	Can children design a vehicle to include wheels, axles, chassis and bodies?																			
	Can children describe which materials and tools they will need to make their vehicles?																			
	Can children discuss their designs and say what they think and feel about them?																			
<b>Lesson 5</b>	Can children follow a design to create a vehicle?																			
	Can children use a variety of materials and tools safely and effectively to create a vehicle?																			
	Can children identify ways in which they could improve their products and amend accordingly?																			
<b>Lesson 6</b>	Can children evaluate a finished product by identifying what they did well?																			
	Can children evaluate a finished product by identifying what could be improved?																			
	Can children identify ways in which they could improve their work with DT in the future?																			

# DT Assessment Grid : Perfect Pizzas : Year 2

Perfect Pizzas																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
<b>DT</b>																			
Lesson 1	Can the children identify the different parts of a pizza?																		
	Can the children sort foods into different food groups?																		
	Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy?																		
Lesson 2	Can the children name and describe a variety of breads?																		
	Can the children say which breads they like?																		
	Can the children use the features of the bread to decide if it is fit for purpose?																		
Lesson 3	Can the children name and describe a variety of toppings?																		
	Can the children state their opinions and preferences about different toppings?																		
	Do the children understand eating healthily means having a balanced diet?																		
Lesson 4	Do children understand that pizzas can be part of a healthy diet?																		
	Can children design a healthy pizza?																		
	Can children identify what ingredients and tools they will need to make their pizza?																		
Lesson 5	Can children identify and follow rules for food safety and hygiene?																		
	Can children follow a design to make a pizza?																		
	Can children evaluate their finished products and say what they think and feel about them?																		