

# 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"/>													
DT													
Lesson 1	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?												
Lesson 2	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?												
Lesson 3	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?												
Lesson 4	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?												
Lesson 5	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 type="text"/>		Year: <input type="text"/>		Term: <input 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

[illegible]

# DT Assessment Grid : Puppets : Year 2

<h2>Puppets</h2> <div> Group: <input type="text"/></div> <div> Year: <input type="text"/></div> <div> Term: <input type="text"/></div>	
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# DT Assessment Grid : Vehicles : Year 2

Vehicles																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	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?																		
Lesson 2	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?																		
Lesson 3	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?																		
Lesson 4	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?																		
Lesson 5	Can children follow a design to create a vehicle?																		
	Can children discuss and agree on a sensible order of work?																		
	Can children use a variety of materials and tools safely and effectively to create a vehicle?																		
Lesson 6	Do children understand what it means to evaluate, and why it is important?																		
	Can children discuss what was successful about their finished vehicle?																		
	Can children identify ways in which they could improve their vehicle?																		

Perfect Pizzas					
Group:		Year:		Term:	
DT					
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?				

# DT Assessment Grid : Storybooks : Year 4

Storybooks																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
DT																			
Lesson 1	Can children recognise products that contain lever and linkage systems?																		
	Can children explain why a particular mechanism has been used for a particular purpose?																		
	Can children use technical vocabulary to describe lever and linkage systems?																		
Lesson 2	Can children cut and shape materials with some precision to make their mechanisms work?																		
	Can children join and combine materials and components in a variety of ways?																		
	Can children mark out and measure accurately?																		
Lesson 3	Are children aware that different fonts and graphic techniques need to be suited to their purpose?																		
	Can children experiment to create a range of different fonts and graphic techniques?																		
	Can children explain which designs they like best/ least and why?																		
Lesson 4	Can children create a design for a particular purpose?																		
	Can children choose suitable mechanisms to create moving parts in their storybook?																		
	Can children choose appropriate fonts and graphic techniques to use in their design?																		
Lesson 5	Can children follow a design to create a storybook?																		
	Can children create moving mechanisms that works well?																		
	Can children create pages that are neat, accurate and creative?																		
Lesson 6	Can children evaluate other people's finished products fairly and constructively?																		
	Can children evaluate their own finished product fairly and constructively?																		
	Can children explain what they would do differently if they were to make their product again?																		

# DT Assessment Grid : British Inventors : Year 3/4

British Inventors																				
Group:		Year:		Term:																
DT																				
Lesson 1	Can children reflect on how the invention of the telephone changed the way people lived?																			
	Can children identify ways in which the telephone has changed to meet people's needs?																			
	Are children able to evaluate a product's performance?																			
Lesson 2	Can children distinguish between the World Wide Web and the internet?																			
	Can children reflect on how an invention has changed their lives?																			
	Can children reflect on how an invention has changed the world?																			
Lesson 3	Can children define the word reinforced?																			
	Can children describe what reinforced concrete is?																			
	Are children able to suggest ways to reinforce a material?																			
Lesson 4	Can children pick out features of a material that make it suitable for a purpose?																			
	Are children able to think of design criteria to suit a purpose?																			
	Can children evaluate the success of a product based on a set of design criteria?																			
Lesson 5	Can children name a British inventor and their creation?																			
	Can children reflect on how inventions have changed the world?																			
	Can children design a new creation intended to solve an everyday problem?																			



# DT Assessment Grid : Light-Up Signs : Year 3/4

Light-Up Signs																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Can children suggest reasons why it is helpful to illuminate signs?																		
	Can children identify distinguishing features of a variety of illuminated signs?																		
	Can children investigate ways in which very simple circuits for illuminated signage might be constructed?																		
Lesson 2	Can children suggest some problems with using traditional, incandescent bulbs in products?																		
	Can children suggest some aesthetic and practical reasons for using LEDs instead?																		
	Can children construct a circuit with an LED?																		
Lesson 3	Can children identify potential audiences and purposes for a product design?																		
	Can children suggest practical considerations about how to fit essential components in/on a product?																		
	Can children consider tools and techniques they may need to use when constructing a product of their own design?																		
Lesson 4	Can children identify ways in which their existing designs could be adapted for the materials available?																		
	Can children select appropriate tools and materials for construction of their design?																		
	Can children identify ways in which they can work safely while constructing their design?																		
Lesson 5	Can children recall how to create a simple series circuit with a light?																		
	Can children select and use appropriate tools, materials and components to construct a circuit?																		
	Can children decide on an appropriate way to fit electrical components inside their designs?																		
Lesson 6	Can children identify products which contain microcontrollers which control lights?																		
	Can children make algorithms with simple sets of instructions which describe how a flashing LED is controlled?																		
	Can children write or edit programs to control an LED?																		

# DT Assessment Grid : Seasonal Stockings : Year 3/4

Seasonal Stockings																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Can children discuss and assess the functionality of a variety of Christmas stockings?																		
	Can children discuss and assess the visual appeal of a variety of different Christmas stockings?																		
	Can children compare and contrast different Christmas stockings?																		
Lesson 2	Can children identify different sewing stitches?																		
	Can children thread a needle and secure a knot?																		
	Can children join two pieces of fabric together using a sewing stitch?																		
Lesson 3	Can children use stitching for decorative purposes?																		
	Can children sew a button/bead/sequin/ribbon onto fabric accurately?																		
	Can children see how to combine these skills to create a design for a product?																		
Lesson 4	Can children use their knowledge of joining stitches when designing their product?																		
	Can children use their knowledge of decorative techniques when designing their product?																		
	Can children identify which parts of the making process they may find challenging?																		
Lesson 5	Can children follow a design to create a successful product?																		
	Can children use appropriate sewing stitches to join and decorate fabric?																		
	Can children work safely and sensibly with a range of materials and tools?																		
Lesson 6	Do children understand the importance of evaluating a finished product?																		
	Can children identify what has been successful with their design?																		
	Can children identify any improvements that could be made to the design?																		

# DT Assessment Grid : Making Mini Greenhouses : Year 3/4

Making Mini Greenhouses																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Do children know what a greenhouse is used for?																		
	Do children know how a greenhouse helps plants to grow?																		
	Can children analyse and discuss different types of greenhouses?																		
Lesson 2	Do children understand the term 'stable'?																		
	Can they identify factors that make a structure stable?																		
	Can they discuss how to make a structure more/less stable?																		
Lesson 3	Can children identify suitable materials for a mini greenhouse?																		
	Can children explain why these materials are suitable?																		
	Can children discuss ways of joining these two materials together?																		
Lesson 4	Can children apply their knowledge of stable structures and suitable materials when designing a mini greenhouse?																		
	Can children follow specific design criteria?																		
	Can children identify possible challenging parts of their design/help others to find solutions?																		
Lesson 5	Can children follow a design to create a successful product?																		
	Can children amend their design to improve a product / give suggestions to others as solutions to problems?																		
	Can children work safely and sensibly with a range of materials and tools?																		
Lesson 6	Do children understand the importance of evaluating a finished product?																		
	Can children identify what has been successful with their design?																		
	Can children identify any improvements that could be made to the design?																		

# DT Assessment Grid : Seasonal Food : Year 3/4

Seasonal Food																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																			
DT																			
Lesson 1	Do children know what 'seasonal food' is?																		
	Do children know why certain foods are available all year round in Britain?																		
	Can children use a variety of techniques to bake cakes safely and hygienically?																		
Lesson 2	Do children understand that some seasonal fruits are suited to the climate and weather conditions in Britain?																		
	Do children know how fruit may be processed and/or preserved?																		
	Can children follow instructions for a recipe using seasonal fruit or jam?																		
Lesson 3	Do children know why vegetables form an important part of a healthy diet?																		
	Do children know when some British vegetables are in season?																		
	Can children prepare a healthy meal using seasonal vegetables?																		
Lesson 4	Can children name a variety of food products that come from animals?																		
	Do children know some reasons why some meat is not in season all-year-round?																		
	Can children prepare a healthy, savoury meal using meat or a vegetarian alternative)?																		
Lesson 5	Do children know some ways in which fish are caught or reared and processed in Britain?																		
	Do children know some of the nutrients in fish?																		
	Can children prepare a healthy, savoury meal using fish or egetarian alternatives?																		
Lesson 6	Do children know some reasons why some foods are only in season for a short time?																		
	Can children explain why it is a good thing to eat seasonal food?																		
	Can children recall and apply what they have learned about seasonal food in Britain?																		

# DT Assessment Grid : Building Bridges : Year 5/6

Building Bridges																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Can children use technical vocabulary to explain how beam bridges are constructed?																		
	Do children understand the impact better bridge design has had on daily life?																		
	Can children investigate and explore the effectiveness of different beam/pillar designs?																		
Lesson 2	Can children use technical vocabulary to explain how truss bridges spread the load of objects travelling across them?																		
	Can children apply their knowledge of how to stiffen and strengthen structures?																		
	Can children evaluate their models against established design criteria?																		
Lesson 3	Can children use technical vocabulary to explain how arch bridges are constructed?																		
	Can children use technical vocabulary to explain how arch bridges work?																		
	Can children build and test models to find a strong bridge design?																		
Lesson 4	Can children explain how tension and compression forces are distributed by suspension bridges?																		
	Can children build a model suspension bridge that will support a given weight?																		
	Can children evaluate the designs of others and consider their views?																		
Lesson 5	Can children write design criteria according to a given brief?																		
	Can children design a prototype model according to design criteria?																		
	Can children work collaboratively to produce a prototype according to an agreed design?																		
Lesson 6	Can children devise tests to analyse a product according to design criteria?																		
	Can children evaluate their product according to design criteria?																		
	Can children consider the views of others and think of ways to improve their work?																		

# DT Assessment Grid :Chinese Inventions : Year 5/6

Chinese Inventions																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Can children name some significant inventions?																		
	Are children able to describe the process of making paper?																		
	Can children name a way in which the invention of paper, or the moveable-type press changed the world?																		
Lesson 2	Can children name an ancient use of gunpowder or compasses?																		
	Are children able to evaluate a product's advantages and disadvantages?																		
	Are children able to follow a simple method for constructing a product?																		
Lesson 3	Can children explain what a machine is?																		
	Are children able to describe how a transmission of gears move in comparison to each other?																		
	Are children able to take a simple design and modify it to suit their needs?																		
Lesson 4	Can children identify different properties of a selection of materials?																		
	Are children able to select desirable properties of materials to fit a design?																		
	Can children evaluate a prototype's success?																		
Lesson 5	Can children write design criteria?																		
	Are children able to follow design criteria when designing a product?																		
	Are children able to use previous prototyping to apply to their design process?																		
Lesson 6	Can children choose between a variety of tools to make their product?																		
	Can children solve problems when making their product?																		
	Can children evaluate their product based on design criteria?																		

Group:

Year:

Term:

## DT

[illegible]

# DT Assessment Grid : Programming Pioneers : Year 5/6

Programming Pioneers																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Can children communicate and develop their ideas by discussing, annotating diagrams and writing instructions?																		
	Can children begin to explain how embedded systems monitor and control products?																		
	Can some children explain how computer scientists have helped shape the world?																		
Lesson 2	Can children develop prototypes of a computer-controlled electrical system?																		
	Can children incorporate one or more different electrical components in their system?																		
	Can children improve their prototype designs by 'debugging' their software and/or hardware?																		
Lesson 3	Can children develop a design brief for a product?																		
	Can children develop their ideas for their product through discussion and annotated sketches?																		
	Can children incorporate electrical systems in their product design?																		
Lesson 4	Can children suggest ways in which a given product idea might be developed and improved?																		
	Can children debug a defective algorithm for a given product idea?																		
	Can children develop and debug their own computer controlled product ideas?																		
Lesson 5	Can children suggest ways in which models can better communicate ideas than written/verbal descriptions alone?																		
	Can children make prototype models to communicate their ideas?																		
	Can children control their prototypes using electronic components and computers?																		
Lesson 6	Can children explain ways in which they debugged and improved their programs for controlling products?																		
	Can children explain how they learned from others and improved their own designs?																		
	Can children identify ways in which their DT and programming skills have developed, and ways in which they could further develop their learning?																		



# DT Assessment Grid : Bird House Builders : Year 6

Bird House Builders																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
DT																			
Lesson 1	Can children explain what a bird house is and why people construct them?																		
	Do children understand that different birds require different bird house features?																		
	Can children research, observe and record bird behaviours and their needs?																		
Lesson 2	Can children describe the materials and features bird houses have?																		
	Do children understand what exploded and 3-D diagrams are used for?																		
	Can children draw 3-D diagrams and exploded diagrams?																		
Lesson 3	Can children explain what tools and equipment are needed to make objects with wood?																		
	Can children follow instructions to practise woodwork skills?																		
	Do children understand the importance of safety precautions when working with wood and tools?																		
Lesson 4	Can children design a bird house to suit a specific bird?																		
	Can children draw diagrams of their bird house design?																		
	Do children know what tools, equipment and safety precautions are needed to make a bird house?																		
Lesson 5	Can children follow a plan to make a bird house?																		
	Can children make amendments to plans to make construction easier?																		
	Can children choose appropriate materials to make specific features?																		
Lesson 6	Can children answer evaluation questions on their completed bird house?																		
	Do children understand why evaluating designs and products is important?																		
	Can children use retail ideas to promote their bird house to a prospective buyer?																		

# DT Assessment Grid : Burgers : Year 5/6

<h2>Burgers</h2> <div> Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/> </div>													
		DT											
Lesson 1	Can children explain why nutrition facts are important to read?												
	Do children know that making better food choices can make us healthier?												
	Can children read tables and interpret the information to answer questions?												
Lesson 2	Can children follow a recipe to prepare and cook patties?												
	Can children measure and mix ingredients correctly?												
	Can children explain the cooking skills required when preparing burger patties?												
Lesson 3	Can children make a simple sauce to go with a burger?												
	Do children recognise sauces can be matched to different burger patties?												
	Can children decide on sides to match a particular burger flavour?												
Lesson 4	Can children make informed decisions about the type of ingredients to use?												
	Can children record information from tests they carried out?												
	Can children investigate different products and evaluate them?												
Lesson 5	Can children write a recipe for a burger?												
	Can children choose appropriate ingredients to make burgers?												
	Can children list the equipment and method needed to cook burgers?												
Lesson 6	Can children follow a plan to make a burger?												
	Can children use cooking utensils and equipment correctly?												
	Can children evaluate a cooking session and their own skills?												